

AMENDED IN SENATE JANUARY 10, 2006

AMENDED IN SENATE MAY 4, 2005

AMENDED IN SENATE APRIL 21, 2005

**SENATE BILL**

**No. 1072**

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**Introduced by Senator Simitian**

February 22, 2005

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An act to amend, repeal, and add Sections 406, ~~41530~~, 41531, 44305, 44308, ~~44383~~, ~~44386~~, ~~44393~~, 44503, 44507, 52272, 99220, 99221, 99222, 99223, 99224, 99225, and 99226 of, to amend, renumber, and repeal Section 44731 of, to add and repeal Section 44730 of, and to repeal Sections 44505, 44506, and 99227 of, the Education Code, relating to teacher development.

LEGISLATIVE COUNSEL'S DIGEST

SB 1072, as amended, Simitian. Professional development block grant consolidation.

Existing law establishes various grant programs designed to promote the development of teachers in specific areas. Existing law establishes the professional development block grant, composed of funding from and for specified existing categorical education programs. Existing law requires the Superintendent of Public Instruction to apportion block grant funds to a school district based on the number of certificated teachers employed by the school district in the immediately prior fiscal year. Existing law authorizes a school district to expend these funds if it provides each teacher of kindergarten or any of grades 1 to 6, inclusive, with opportunities to participate in professional development activities in reading language arts/English language development, expending at least an amount that is equal to the proportion that funding calculated pursuant to the

existing Mathematics and Reading Professional Development Program. Existing law requires that the amount of block grant funding a school district receives be adjusted for inflation, as specified, and for growth, as measured by the regular average daily attendance used for the second principal apportionment.

This bill would consolidate the funding for many of those programs within the professional development block grant.

The changes made by the bill would become operative on July 1, ~~2006~~ 2007.

Vote: majority. Appropriation: no. Fiscal committee: yes.  
State-mandated local program: no.

*The people of the State of California do enact as follows:*

1 SECTION 1. Section 406 of the Education Code is amended  
2 to read:

3 406. (a) The Regents of the University of California are  
4 requested to authorize the President of the University of  
5 California or his or her designee to jointly develop English  
6 Language Development Professional Institutes with the  
7 Chancellor of the California State University, the Chancellor of  
8 the California Community Colleges, the independent colleges  
9 and universities, and the Superintendent, or their designees. In  
10 order to provide maximum access, the institutes shall be offered  
11 at sites widely distributed throughout the state, that shall include,  
12 but not be limited to, programs offered through instructor-led,  
13 interactive online courses, in accordance with existing state law.  
14 In order to maximize access to teachers and administrators who  
15 may be precluded from participating in an onsite institute due to  
16 geographical, physical, or time constraints, each institute shall  
17 accommodate at least 5 percent of the participants through  
18 existing state approved online instructor-led courses, programs,  
19 or both. The California subject matter projects, an  
20 intersegmental, discipline-based professional development  
21 network administered by the University of California, is  
22 requested to be the organizing entity for the institutes and  
23 followup programs.

24 (b) (1) Commencing in the 1999-2000 academic year, the  
25 institutes shall provide instruction for school teams from each  
26 school participating in the program established pursuant to this

chapter. Commencing in the 2000-01 academic year, the institutes may provide instruction for school teams serving English language learners in kindergarten and grades 1 to 12, inclusive. A school team shall include teachers who do not hold crosscultural or bilingual-crosscultural certificates or their equivalents, teachers who hold those certificates or their equivalents, and a schoolsite administrator. The majority of the team shall be teachers who do not hold those crosscultural certificates or their equivalents. If the participating school team employs instructional assistants who provide instructional services to English language learners, the team may include these instructional assistants.

(2) Commencing in July 2000, the English Language Development *Professional* Institutes shall provide instruction to an additional 10,000 participants. These participants shall be in addition to the 5,000 participants authorized as of January 1, 2000. Commencing July 2001, and each fiscal year thereafter, the number of participants receiving instruction through the English Language Development *Professional* Institutes shall be specified in the annual Budget Act.

(3) Criteria and priority for selection of participating school teams shall include, but not necessarily be limited to, all of the following:

(A) Schools whose pupils' reading scores are at or below the 40th percentile on the English language arts portion of the achievement test authorized by Section 60640.

(B) Schools in which a high percentage of pupils score below grade level on the English language development assessment authorized by Section 60810, when it is developed.

(C) Schools with a high number of new, underprepared, and noncredentialed teachers. Underprepared teachers shall be defined as teachers who do not possess a crosscultural or bilingual-crosscultural certificate, or their equivalents.

(D) Schools in which the enrollment of English language learners exceeds 25 percent of the total school enrollment.

(E) Schools with a full complement of team members as described in paragraph (1).

(4) In any fiscal year, if funding is inadequate to accommodate the participation of all eligible school teams, first priority shall be

1 given to schools meeting the criteria set forth in subparagraph  
2 (C) of paragraph (3).

3 (c) Each team member who satisfactorily completes an  
4 institute authorized by this section shall receive a stipend,  
5 commensurate with the duration of the institute, of not less than  
6 one thousand dollars (\$1,000) nor more than two thousand  
7 dollars (\$2,000), as determined by the University of California.

8 (d) Instruction provided by the institutes shall be consistent  
9 with state-adopted academic content standards and with the  
10 English language development standards adopted pursuant to  
11 Section 60811.

12 (e) (1) Instruction at the institutes shall consist of an intensive,  
13 sustained training period of no less than 40 hours nor more than  
14 80 hours during the summer or during an intersession break or an  
15 equivalent instructor-led, online course and shall be  
16 supplemented during the following school year with no fewer  
17 than 80 hours nor more than 120 hours of instruction and  
18 schoolsite meetings, held on at least a monthly basis, to focus on  
19 the academic progress of English language learners at that  
20 school.

21 (2) Instruction at the institutes shall be of sufficient scope,  
22 depth, and duration to fully equip instructional personnel to offer  
23 a comprehensive and rigorous instructional program for English  
24 language learners and to assess pupil progress so these pupils can  
25 meet the academic content and performance standards adopted  
26 by the State Board of Education. The instruction shall be  
27 designed to increase the capacity of teachers and other school  
28 personnel to provide and assess standards-based instruction for  
29 English language learners.

30 (3) The instruction shall be multidisciplinary and focus on  
31 instruction in disciplines for which the State Board of Education  
32 has adopted academic content standards. The instruction shall  
33 also be research-based and provide effective models of  
34 professional development in order to ensure that instructional  
35 personnel increase their skills, at a minimum, in all of the  
36 following:

37 (A) Literacy instruction and assessment for diverse pupil  
38 populations, including instruction in the teaching of reading that  
39 is research-based and consistent with the balanced,  
40 comprehensive strategies required under Section 44757.

1 (B) English language development and second language  
2 acquisition strategies.

3 (C) Specially designed instruction and assessment in English.

4 (D) Application of appropriate assessment instruments to  
5 assess language proficiency and utilization of benchmarks for  
6 reclassification of pupils from English language learners to fully  
7 English proficient.

8 (E) Examination of pupil work as a basis for the alignment of  
9 standards, instruction, and assessment.

10 (F) Use of appropriate instructional materials to assist English  
11 language learners to attain academic content standards.

12 (G) Instructional technology and its integration into the school  
13 curriculum for English language learners.

14 (H) Parent involvement and effective practices for building  
15 partnerships with parents.

16 (f) It is the intent of the Legislature that a local educational  
17 agency or postsecondary institution that offers an accredited  
18 program of professional preparation consider providing partial  
19 and proportional credit toward satisfaction of the course  
20 requirements to an enrolled candidate who satisfactorily  
21 completes a California English Language Development Institute  
22 program if the program has been certified by the Commission on  
23 Teacher Credentialing as meeting preparation standards.

24 (g) This section does not prohibit a team member from  
25 attending an institute authorized by this section in more than one  
26 academic year.

27 (h) This section shall not apply to the University of California  
28 unless and until the Regents of the University of California act,  
29 by resolution, to make it applicable.

30 (i) This section shall become inoperative on July 1, ~~2006~~ 2007,  
31 and, as of January 1, ~~2007~~ 2008, is repealed, unless a later  
32 enacted statute, that becomes operative on or before January 1,  
33 ~~2007~~ 2008, deletes or extends the dates on which it becomes  
34 inoperative and is repealed.

35 SEC. 2. Section 406 is added to the Education Code, to read:

36 406. (a) The Regents of the University of California are  
37 requested to authorize the President of the University of  
38 California or his or her designee to jointly develop English  
39 Language Development Professional Institutes with the  
40 Chancellor of the California State University, the Chancellor of

1 the California Community Colleges, the independent colleges  
2 and universities, and the Superintendent, or their designees. In  
3 order to provide maximum access, the institutes shall be offered  
4 at sites widely distributed throughout the state, that shall include,  
5 but not be limited to, programs offered through instructor-led,  
6 interactive online courses, in accordance with existing state law.  
7 In order to maximize access to teachers and administrators who  
8 may be precluded from participating in an onsite institute due to  
9 geographical, physical, or time constraints, each institute shall  
10 accommodate at least 5 percent of the participants through  
11 existing state approved online instructor-led courses, programs,  
12 or both. The California subject matter projects, an  
13 intersegmental, discipline-based professional development  
14 network administered by the University of California, is  
15 requested to be the organizing entity for the institutes and  
16 followup programs.

17 (b) Commencing in the 1999-2000 academic year, the  
18 institutes shall provide instruction for school teams from each  
19 school participating in the program established pursuant to this  
20 chapter. Commencing in the 2000-01 academic year, the  
21 institutes may provide instruction for school teams serving  
22 English language learners in kindergarten and grades 1 to 12,  
23 inclusive. A school team shall include teachers who do not hold  
24 crosscultural or bilingual-crosscultural certificates or their  
25 equivalents, teachers who hold those certificates or their  
26 equivalents, and a schoolsite administrator. The majority of the  
27 team shall be teachers who do not hold those crosscultural  
28 certificates or their equivalents. If the participating school team  
29 employs instructional assistants who provide instructional  
30 services to English language learners, the team may include these  
31 instructional assistants.

32 (c) Each team member who satisfactorily completes an  
33 institute authorized by this section shall receive a stipend,  
34 commensurate with the duration of the institute, of not less than  
35 one thousand dollars (\$1,000) nor more than two thousand  
36 dollars (\$2,000).

37 (d) Instruction provided by the institutes shall be consistent  
38 with state-adopted academic content standards and with the  
39 English language development standards adopted pursuant to  
40 Section 60811.

(e) (1) Instruction at the institutes shall consist of an intensive, sustained training period of no less than 40 hours nor more than 80 hours during the summer or during an intersession break or an equivalent instructor-led, online course and shall be supplemented during the following school year with no fewer than 80 hours nor more than 120 hours of instruction and schoolsite meetings, held on at least a monthly basis, to focus on the academic progress of English language learners at that school.

(2) Instruction at the institutes shall be of sufficient scope, depth, and duration to fully equip instructional personnel to offer a comprehensive and rigorous instructional program for English language learners and to assess pupil progress so these pupils can meet the academic content and performance standards adopted by the State Board of Education. The instruction shall be designed to increase the capacity of teachers and other school personnel to provide and assess standards-based instruction for English language learners.

(3) The instruction shall be multidisciplinary and focus on instruction in disciplines for which the State Board of Education has adopted academic content standards. The instruction shall also be research-based and provide effective models of professional development in order to ensure that instructional personnel increase their skills, at a minimum, in all of the following:

(A) Literacy instruction and assessment for diverse pupil populations, including instruction in the teaching of reading that is research-based and consistent with the balanced, comprehensive strategies required under Section 44757.

(B) English language development and second language acquisition strategies.

(C) Specially designed instruction and assessment in English.

(D) Application of appropriate assessment instruments to assess language proficiency and utilization of benchmarks for reclassification of pupils from English language learners to fully English proficient.

(E) Examination of pupil work as a basis for the alignment of standards, instruction, and assessment.

(F) Use of appropriate instructional materials to assist English language learners to attain academic content standards.

1 (G) Instructional technology and its integration into the school  
2 curriculum for English language learners.

3 (H) Parent involvement and effective practices for building  
4 partnerships with parents.

5 (f) It is the intent of the Legislature that a local educational  
6 agency or postsecondary institution that offers an accredited  
7 program of professional preparation consider providing partial  
8 and proportional credit toward satisfaction of the course  
9 requirements to an enrolled candidate who satisfactorily  
10 completes a California English Language Development Institute  
11 program if the program has been certified by the Commission on  
12 Teacher Credentialing as meeting preparation standards.

13 (g) This section does not prohibit a team member from  
14 attending an institute authorized by this section in more than one  
15 academic year.

16 (h) This section does not apply to the University of California  
17 unless and until the Regents of the University of California act,  
18 by resolution, to make it applicable.

19 (i) This section shall become operative on July 1, ~~2006~~ 2007.

20 ~~SEC. 3. Section 41530 of the Education Code is amended to~~  
21 ~~read:~~

22 ~~41530. (a) There is hereby established the professional~~  
23 ~~development block grant. Commencing with the 2005-06 fiscal~~  
24 ~~year, the Superintendent shall apportion block grant funds to a~~  
25 ~~school district based on the number of certificated teachers~~  
26 ~~employed by the school district in the immediately prior fiscal~~  
27 ~~year.~~

28 ~~(b) A school district may expend funds received pursuant to~~  
29 ~~this article for any purpose authorized by the programs listed in~~  
30 ~~Section 41531, as the statutes governing those programs read on~~  
31 ~~January 1, 2004, if the school district provides each teacher of~~  
32 ~~kindergarten or any of grades 1 to 6, inclusive, with opportunities~~  
33 ~~to participate in professional development activities in reading~~  
34 ~~language arts/English language development. In providing~~  
35 ~~teachers of kindergarten and any of grades 1 to 6, inclusive, with~~  
36 ~~opportunities to participate in professional development activities~~  
37 ~~in reading language arts/English language development, a school~~  
38 ~~district shall expend at least an amount that is equal to the~~  
39 ~~proportion that funding calculated pursuant to Article 3~~  
40 ~~(commencing with Section 99230) of Chapter 5 of Part 65 bears~~



1 to the statewide total amount of block grant funds appropriated  
2 for purposes of this article. For purposes of this article,  
3 professional development in reading language arts/English  
4 language development shall be equivalent in rigor to the  
5 professional development provided pursuant to Article 3  
6 (commencing with Section 99230) of Chapter 5 of Part 65, as  
7 that article read on January 1, 2004.

8 (e) For purposes of this article, “school district” includes a  
9 county office of education if county offices of education are  
10 eligible to receive funds for the programs that are listed in  
11 Section 41531. The block grant of a county office of education  
12 shall be based only on those programs for which it was eligible to  
13 receive funds in the 2003-04 fiscal year.

14 (d) This section shall become inoperative on July 1, 2006, and,  
15 as of January 1, 2007, is repealed, unless a later enacted statute,  
16 that becomes operative on or before January 1, 2007, deletes or  
17 extends the dates on which it becomes inoperative and is  
18 repealed.

19 SEC. 4. Section 41530 is added to the Education Code, to  
20 read:

21 41530. (a) There is hereby established the professional  
22 development block grant. Commencing with the 2005-06 fiscal  
23 year, the Superintendent shall apportion block grant funds to a  
24 school district based on the number of certificated teachers and  
25 paraprofessionals employed by the school district in the  
26 immediately prior fiscal year.

27 (b) A school district may expend funds received pursuant to  
28 this article for any purpose authorized by the programs listed in  
29 subdivision (a) of Section 41531, as the statutes governing those  
30 programs read on January 1, 2004, and subdivision (b) of Section  
31 41531, if the school district provides each teacher of kindergarten  
32 or any of grades 1 to 6, inclusive, with opportunities to  
33 participate in professional development activities in reading  
34 language arts/English language development. In providing  
35 teachers of kindergarten and any of grades 1 to 6, inclusive, with  
36 opportunities to participate in professional development activities  
37 in reading language arts/English language development, a school  
38 district shall expend at least an amount that is equal to the  
39 proportion that funding calculated pursuant to Article 3  
40 (commencing with Section 99230) of Chapter 5 of Part 65 bears

1 to the statewide total amount of block grant funds appropriated  
2 for purposes of this article. For purposes of this article,  
3 professional development in reading language arts/English  
4 language development shall be equivalent in rigor to the  
5 professional development provided pursuant to Article 3  
6 (commencing with Section 99230) of Chapter 5 of Part 65, as  
7 that article read on January 1, 2004.

8 (e) For purposes of this article, “school district” includes a  
9 county office of education if county offices of education are  
10 eligible to receive funds for the programs that are listed in  
11 Section 41531. The block grant of a county office of education  
12 shall be based only on those programs for which it was eligible to  
13 receive funds in the 2003-04 fiscal year.

14 (d) This section shall become operative on July 1, 2006.

15 ~~SEC. 5.~~

16 *SEC. 3.* Section 41531 of the Education Code is amended to  
17 read:

18 41531. The professional development block grant shall  
19 include funding apportioned to school districts prior to January 1,  
20 2005, for purposes of the following programs:

21 (a) Staff development as set forth in Article 7.5 (commencing  
22 with Section 44579) of Chapter 3 of Part 25.

23 (b) Teaching as a Priority Block Grant as set forth in Chapter  
24 3.36 (commencing with Section 44735) of Part 25.

25 (c) Intersegmental programs funded pursuant to Item  
26 6110-197-0001 of Section 2.00 of the annual Budget Act.

27 (d) This section shall become inoperative on July 1, 2006  
28 2007, and, as of January 1, 2007 2008, is repealed, unless a later  
29 enacted statute, that becomes operative on or before January 1,  
30 2007 2008, deletes or extends the dates on which it becomes  
31 inoperative and is repealed.

32 ~~SEC. 6.~~

33 *SEC. 4.* Section 41531 is added to the Education Code, to  
34 read:

35 41531. (a) The professional development block grant shall  
36 include funding apportioned to school districts prior to January 1,  
37 2005, for purposes of the following programs:

38 (1) Staff development as set forth in Article 7.5 (commencing  
39 with Section 44579) of Chapter 3 of Part 25.

(2) Teaching as a Priority Block Grant as set forth in Chapter 3.36 (commencing with Section 44735) of Part 25.

(3) Intersegmental programs funded pursuant to Item 6110-197-0001 of Section 2.00 of the annual Budget Act.

(b) The professional development block grant shall include funding apportioned to school districts for purposes of the following programs:

(1) The California Pre-Internship Teaching Program (Article 5.6 (commencing with Section 44305) of Chapter 2).

~~(2) Alternative certification programs established pursuant to Article 11 (commencing with Section 44380) of Chapter 2.~~

~~(3) The California School Paraprofessional Teacher Training Program (Article 12 (commencing with Section 44390) of Chapter 2).~~

~~(4)~~

(2) The California Peer Assistance and Review Program for Teachers (Article 4.5 (commencing with Section 44500) of Chapter 3).

~~(5)~~

(3) The Education Technology Staff Development Program (Chapter 3.34 (commencing with Section 44730)).

~~(6)~~

(4) The Education Technology Professional Development Program pursuant to Section 52272.

~~(7)~~

(5) The California Professional Development Institutes (Article 2 (commencing with Section 99220) of Chapter 5 of Part 65).

~~(8)~~

(6) The Pre-Intern Teaching Academies.

(c) This section shall become operative on July 1, ~~2006~~ 2007.

~~SEC. 7.~~

*SEC. 5.* Section 44305 of the Education Code is amended to read:

44305. (a) As resources are available to school districts to provide services to any preintern pursuant to this article, the commission may issue a preintern teaching certificate instead of an emergency multiple subject permit to an individual employed by a school district approved by the commission who meets the minimum requirements set by the commission. When resources

1 remain after funding preinterns pursuing multiple subject  
2 emergency permits, the commission may issue a preintern  
3 teaching certificate instead of an emergency single subject permit  
4 or an emergency education specialist instruction permit to an  
5 individual employed by a school district approved by the  
6 commission who meets the minimum requirements set by the  
7 commission. In implementing the *California* Pre-Internship  
8 Teaching Program, the commission shall consult with  
9 representatives of the department, classroom teachers, school  
10 administrators, other school employees, parents, school board  
11 members, and institutions of higher education.

12 (b) The preintern teaching certificate issued by the  
13 commission shall be valid for one year, but may be renewed for  
14 one additional year if the holder takes the appropriate subject  
15 matter examination required under Section 44282 or is enrolled  
16 in a subject matter program approved by the commission on the  
17 basis of standards of program quality and effectiveness pursuant  
18 to Article 6 (commencing with Section 44310). A preintern  
19 teacher who passes the subject matter examination or completes  
20 a subject matter program in the first or second year of his or her  
21 preintern teaching shall enroll in a district or university teaching  
22 internship or other approved university teaching credential  
23 program. A preintern teaching certificate may be renewed for a  
24 third year if the employing school district, the cooperating  
25 college or university, and the preintern support the application  
26 for renewal.

27 (c) The minimum requirements for the preintern teaching  
28 certificate established by the commission shall include all of the  
29 following:

30 (1) A baccalaureate or higher degree conferred by a regionally  
31 accredited institution of higher education.

32 (2) Passage of the basic skills proficiency test as provided for  
33 in Section 44252.

34 (3) The number of units, as set by the commission, for the  
35 multiple subject or single subject preintern teaching certificate.

36 (4) The number of units in education or the number of years of  
37 experience in special education, as set by the commission, for the  
38 education specialist instruction preintern teaching certificate.

1 (d) The commission shall establish criteria for the approval of  
2 preintern teaching programs. The criteria shall include, but are  
3 not limited to, all of the following:

4 (1) Demonstrated need, as indicated by the percentage of  
5 teachers in the district that have not completed basic credential  
6 requirements pursuant to state law.

7 (2) The quality of the preparation, support, and assistance to  
8 be provided to teaching preinterns.

9 (3) Cost-effectiveness, including the number of preinterns to  
10 be served.

11 (4) Collaboration between district administrators and  
12 experienced teachers with permanent status in the development  
13 of the plan.

14 (5) District and college or university collaboration to ensure  
15 availability of courses needed by preintern teachers.

16 (6) Preintern preparation content, including lesson planning,  
17 classroom management and organization, and a schedule for  
18 delivering the preparation, with a focus on beginning the  
19 preparation before or during the first semester of the  
20 preinternship.

21 (7) The role of personnel, including experienced teachers with  
22 permanent status, in the delivery of preintern preparation and  
23 support.

24 (8) That no later than the second year of employment the  
25 program for each preintern shall reflect the California Standards  
26 for the Teaching Profession jointly developed by the commission  
27 and the department.

28 (9) Approval of the district plan by the governing board of the  
29 school district.

30 (e) In establishing criteria for review of preintern teaching  
31 programs pursuant to subdivision (d), the commission shall make  
32 every effort to recognize effective district programs for the  
33 support and development of emergency permit teachers in  
34 operation before July 1, 1998, as meeting the preintern teaching  
35 program criteria.

36 (f) A school district may apply to the commission for funding  
37 under this article. Based on the criteria in subdivision (d),  
38 developed pursuant to the consultation process required by  
39 subdivision (a), the commission shall determine which applicants  
40 are approved for funding. If funds are provided for this act from

1 the federal Goals 2000: Educate America Act (P.L. 103-227), the  
2 commission shall transmit a list of approved applicants to the  
3 department. The department shall award grants in a timely  
4 manner exclusively to those school districts that the commission  
5 has approved for funding, in the amounts listed, with no school  
6 district receiving more than two thousand dollars (\$2,000) per  
7 preintern employed by the school district.

8 (g) This section shall become inoperative on July 1, ~~2006~~  
9 ~~2007~~, and, as of January 1, ~~2007~~ 2008, is repealed, unless a later  
10 enacted statute, that becomes operative on or before January 1,  
11 ~~2007~~ 2008, deletes or extends the dates on which it becomes  
12 inoperative and is repealed.

13 ~~SEC. 8.~~

14 *SEC. 6.* Section 44305 is added to the Education Code, to  
15 read:

16 44305. (a) The commission may issue a preintern teaching  
17 certificate instead of an emergency multiple subject permit to an  
18 individual employed by a school district approved by the  
19 commission who operates a preintern teaching program pursuant  
20 to this article if the individual meets the minimum requirements  
21 set by the commission.

22 (b) The preintern teaching certificate issued by the  
23 commission shall be valid for one year, but may be renewed for  
24 one additional year if the holder takes the appropriate subject  
25 matter examination required under Section 44282 or is enrolled  
26 in a subject matter program approved by the commission on the  
27 basis of standards of program quality and effectiveness pursuant  
28 to Article 6 (commencing with Section 44310). A preintern  
29 teacher who passes the subject matter examination or completes  
30 a subject matter program in the first or second year of his or her  
31 preintern teaching shall enroll in a district or university teaching  
32 internship or other approved university teaching credential  
33 program. A preintern teaching certificate may be renewed for a  
34 third year if the employing school district, the cooperating  
35 college or university, and the preintern support the application  
36 for renewal.

37 (c) The minimum requirements for the preintern teaching  
38 certificate established by the commission shall include all of the  
39 following:

1 (1) A baccalaureate or higher degree conferred by a regionally  
2 accredited institution of higher education.

3 (2) Passage of the basic skills proficiency test as provided for  
4 in Section 44252.

5 (3) The number of units, as set by the commission, for the  
6 multiple subject or single subject preintern teaching certificate.

7 (4) The number of units in education or the number of years of  
8 experience in special education, as set by the commission, for the  
9 education specialist instruction preintern teaching certificate.

10 (d) The commission shall establish criteria for the approval of  
11 preintern teaching programs. The criteria shall include, but is not  
12 limited to, all of the following:

13 (1) Demonstrated need, as indicated by the percentage of  
14 teachers in the district that have not completed basic credential  
15 requirements pursuant to state law.

16 (2) The quality of the preparation, support, and assistance to  
17 be provided to teaching preinterns.

18 (3) Cost-effectiveness, including the number of preinterns to  
19 be served.

20 (4) Collaboration between district administrators and  
21 experienced teachers with permanent status in the development  
22 of the plan.

23 (5) District and college or university collaboration to ensure  
24 availability of courses needed by preintern teachers.

25 (6) Preintern preparation content, including lesson planning,  
26 classroom management and organization, and a schedule for  
27 delivering the preparation, with a focus on beginning the  
28 preparation before or during the first semester of the  
29 preinternship.

30 (7) The role of personnel, including experienced teachers with  
31 permanent status, in the delivery of preintern preparation and  
32 support.

33 (8) That no later than the second year of employment the  
34 program for each preintern shall reflect the California Standards  
35 for the Teaching Profession jointly developed by the commission  
36 and the department.

37 (9) Approval of the district plan by the governing board of the  
38 school district.

39 (e) In establishing criteria for review of preintern teaching  
40 programs pursuant to subdivision (d), the commission shall make

1 every effort to recognize effective district programs for the  
2 support and development of emergency permit teachers in  
3 operation before July 1, 1998, as meeting the preintern teaching  
4 program criteria.

5 (f) A school district may operate a preintern teaching program  
6 using funds from the professional development block grant made  
7 available pursuant to Article 5 (commencing with Section 41530)  
8 of Chapter 3.2 of Part 24. No school district may expend for the  
9 preintern teaching program more than two thousand dollars  
10 (\$2,000) per preintern employed by the school district.

11 (g) This section shall become operative on July 1, ~~2006~~ 2007.

12 ~~SEC. 9.~~

13 *SEC. 7.* Section 44308 of the Education Code is amended to  
14 read:

15 44308. (a) Funding for the purposes of administering the  
16 program established pursuant to this article is contingent upon an  
17 appropriation in the Budget Act or other act.

18 (b) It is the intent of the Legislature that federal funding  
19 provided to the department and the Commission on Teacher  
20 Credentialing in Item 6110-001-0890 and Item 6360-001-0407  
21 be adjusted to provide direct funding for the Commission on  
22 Teacher Credentialing for the purposes of the *California*  
23 Pre-Internship Teaching Program and the California School  
24 Paraprofessional Teacher Training Program. The Department of  
25 Finance shall make those adjustments using authority of Section  
26 1.50 of the Budget Act of 1997.

27 (c) If funds are provided for this act from the federal Goals  
28 2000: Educate America Act (P.L. 103-227) and if the provisions  
29 of this article do not meet the requirements of that federal act, the  
30 department shall be held harmless for any fiscal penalty exacted  
31 by the federal government for the expenditures made by local  
32 educational agencies or for state operations.

33 (d) This section shall become inoperative on July 1, ~~2006~~  
34 2007, and, as of January 1, ~~2007~~ 2008, is repealed, unless a later  
35 enacted statute, that becomes operative on or before January 1,  
36 2007 2008, deletes or extends the dates on which it becomes  
37 inoperative and is repealed.

38 ~~SEC. 10.~~

39 *SEC. 8.* Section 44308 is added to the Education Code, to  
40 read:



1 44308. (a) Funding for the purposes of administering the  
2 program established pursuant to this article is contingent upon an  
3 appropriation in the annual Budget Act for the purposes of the  
4 professional development block grant established pursuant to  
5 Article 5 (commencing with Section 41530) of Chapter 3.2 of  
6 Part 24.

7 (b) It is the intent of the Legislature that federal funding  
8 provided to the department and the Commission on Teacher  
9 Credentialing in Item 6110-001-0890 and Item 6360-001-0407  
10 be adjusted to provide direct funding for the Commission on  
11 Teacher Credentialing for the purposes of the *California*  
12 Pre-Internship Teaching Program and the California School  
13 Paraprofessional Teacher Training Program. The Department of  
14 Finance shall make those adjustments using authority of Section  
15 1.50 of the Budget Act of 1997.

16 (c) This section shall become operative on July 1, ~~2006~~ 2007.

17 SEC. 11. ~~Section 44383 of the Education Code is amended to~~  
18 ~~read:~~

19 ~~44383. (a) School districts or county offices of education~~  
20 ~~operating, or that propose to operate, an alternative certification~~  
21 ~~program pursuant to this article, may apply to the Commission on~~  
22 ~~Teacher Credentialing for incentive grant funding that has been~~  
23 ~~appropriated for the purposes of this article.~~

24 ~~(b) This section shall become inoperative on July 1, 2006, and,~~  
25 ~~as of January 1, 2007, is repealed, unless a later enacted statute,~~  
26 ~~that becomes operative on or before January 1, 2007, deletes or~~  
27 ~~extends the dates on which it becomes inoperative and is~~  
28 ~~repealed.~~

29 SEC. 12. ~~Section 44383 is added to the Education Code, to~~  
30 ~~read:~~

31 ~~44383. (a) School districts or county offices of education~~  
32 ~~operating, or that propose to operate, an alternative certification~~  
33 ~~program pursuant to this article, may use funding from the~~  
34 ~~professional development block grant made available pursuant to~~  
35 ~~Article 5 (commencing with Section 41530) of Chapter 3.2 of~~  
36 ~~Part 24.~~

37 ~~(b) This section shall become operative on July 1, 2006.~~

38 SEC. 13. ~~Section 44386 of the Education Code is amended to~~  
39 ~~read:~~

~~44386. (a) From funds appropriated for the purposes of this article, the Commission on Teacher Credentialing shall award incentive grants to qualifying school districts or county offices of education. Each school district or county office of education that receives a grant shall provide matching funds from any available source in an amount equal to 50 percent of the cost of the alternative certification program. Grants shall be awarded by the commission for the remaining 50 percent of the cost of the alternative certification program, but in no event shall the grant amount awarded to any school district or county office of education exceed two thousand five hundred dollars (\$2,500) per intern per year, except that the commission may require a lesser local contribution, or provide a larger grant per intern per year, in hardship cases.~~

~~(b) Participants in a district intern program conducted pursuant to Article 7.5 (commencing with Section 44325) or in an intern program conducted pursuant to Article 3 (commencing with Section 44450) of Chapter 3, who have received a preliminary credential and who are receiving funding for participating in an induction program pursuant to Article 4.5 (commencing with Section 44279.1) are not eligible for funding under this section.~~

~~(c) As determined by the Commission on Teacher Credentialing, funds appropriated in the annual Budget Act for the alternative certification program may also be made available for expenditure on the Pre-Internship Teaching Program authorized pursuant to Article 5.6 (commencing with Section 44305).~~

~~(d) This section shall become inoperative on July 1, 2006, and, as of January 1, 2007, is repealed, unless a later enacted statute, that becomes operative on or before January 1, 2007, deletes or extends the dates on which it becomes inoperative and is repealed.~~

~~SEC. 14. Section 44386 is added to the Education Code, to read:~~

~~44386. (a) Each school district or county office of education that uses funds from the professional development block grant made available pursuant to Article 5 (commencing with Section 41530) of Chapter 3.2 of Part 24 for purposes of this article shall provide matching funds from any available source in an amount equal to 50 percent of the cost of the alternative certification~~

1 program. The amount of funding provided by a school district or  
2 county office of education shall not exceed two thousand five  
3 hundred dollars (\$2,500) per intern per year, except that the  
4 school district or county office of education may require a lesser  
5 local contribution, or provide a larger grant per intern per year, in  
6 hardship cases.

7 (b) ~~Participants in a district intern program conducted pursuant~~  
8 ~~to Article 7.5 (commencing with Section 44325) or in an intern~~  
9 ~~program conducted pursuant to Article 3 (commencing with~~  
10 ~~Section 44450) of Chapter 3, who have received a preliminary~~  
11 ~~credential and who are receiving funding for participating in an~~  
12 ~~induction program pursuant to Article 4.5 (commencing with~~  
13 ~~Section 44279.1) are not eligible for funding under this section.~~

14 (c) ~~This section shall become operative on July 1, 2006.~~

15 SEC. 15. ~~Section 44393 of the Education Code is amended to~~  
16 ~~read:~~

17 44393. (a) ~~The California School Paraprofessional Teacher~~  
18 ~~Training Program is hereby established for the purpose of~~  
19 ~~recruiting paraprofessionals to participate in a program designed~~  
20 ~~to encourage them to enroll in teacher training programs and to~~  
21 ~~provide instructional service as teachers in the public schools.~~

22 (b) ~~The Commission on Teacher Credentialing, in consultation~~  
23 ~~with the Chancellor of the California Community Colleges, the~~  
24 ~~Chancellor of the California State University, the President of the~~  
25 ~~University of California, the chancellors of private institutions of~~  
26 ~~higher education that offer accredited teacher training programs,~~  
27 ~~and representatives of certificated and classified employee~~  
28 ~~organizations, shall select 24 or more school districts or county~~  
29 ~~offices of education representing rural, urban, and suburban areas~~  
30 ~~that apply to participate in the program. The commission shall~~  
31 ~~ensure that, at a minimum, a total of 600 school~~  
32 ~~paraprofessionals are recruited from among the 24 or more~~  
33 ~~participating school districts or county offices of education. The~~  
34 ~~criteria adopted by the commission for the selection of school~~  
35 ~~districts or county offices of education to participate in the~~  
36 ~~program shall include all of the following:~~

37 (1) ~~The extent to which the applicant school district or county~~  
38 ~~office of education demonstrates the capacity and willingness to~~  
39 ~~accommodate the participation of school paraprofessionals of the~~

1 school in teacher training programs conducted at institutions of  
2 higher education.

3 (2) The extent to which the applicant's plan for the  
4 implementation of its recruitment program involves the active  
5 participation of one or more local campuses of the participating  
6 institutions of higher education in the development of  
7 coursework and teaching programs for participating school  
8 paraprofessionals. Each selected school district or county office  
9 of education shall be required to enter into a written articulation  
10 agreement with the participating campuses of the institutions of  
11 higher education.

12 (3) The extent to which the applicant's plan for recruitment  
13 attempts to meet the demand for bilingual-crosscultural teachers.

14 (4) The extent to which the applicant's plan for recruitment  
15 attempts to meet the demand for multiple subject credentialed  
16 teachers interested in teaching kindergarten or any of grades 1 to  
17 3, inclusive. For purposes of this paragraph, each  
18 paraprofessional selected to participate shall have completed at  
19 least two years of undergraduate college or university  
20 coursework and shall have demonstrated an interest in obtaining  
21 a multiple subject teaching credential for teaching kindergarten  
22 or any of grades 1 to 3, inclusive.

23 (5) The extent to which the applicant's plan for recruitment  
24 attempts to meet the demand for special education teachers.

25 (6) The extent to which the applicant's plan for recruitment  
26 includes a developmentally sequenced series of job descriptions  
27 that lead from an entry-level school paraprofessional position to  
28 an entry-level teaching position in that school district or county  
29 office of education.

30 (7) The extent to which the applicant's plan for recruitment  
31 attempts to meet its own specific teacher needs.

32 (8) The extent to which the applicant's plan for  
33 implementation of its recruitment program involves participation  
34 in a district internship program pursuant to Sections 44325,  
35 44326, 44327, 44328, and 44830.3 or a university internship  
36 program pursuant to Article 3 (commencing with Section 44450)  
37 of Chapter 3.

38 (e) Each selected school district or county office of education  
39 shall provide information and assistance to each school

1 ~~paraprofessional it recruits under the program regarding~~  
2 ~~admission to a teacher training program.~~

3 ~~(d) (1) The school district or county office of education shall~~  
4 ~~recruit and organize groups, or “cohorts,” of school~~  
5 ~~paraprofessionals, of no more than 30, and no less than 10, in~~  
6 ~~each cohort. Cohorts shall be organized to consist of school~~  
7 ~~paraprofessionals having approximately equal academic~~  
8 ~~experience and qualifications, as determined by the school~~  
9 ~~district or county office of education. To the extent possible, the~~  
10 ~~members of each cohort shall proceed through the same subject~~  
11 ~~matter and credential programs. The members of each cohort~~  
12 ~~shall enroll in the same campus and shall be provided by the~~  
13 ~~school district or county office of education with appropriate~~  
14 ~~support and information throughout the course of their studies.~~

15 ~~(2) Each school district or county office of education shall~~  
16 ~~certify that it has received a commitment from each member of a~~  
17 ~~cohort that he or she will accomplish all of the following:~~

18 ~~(A) Graduate from an institution of higher education under the~~  
19 ~~program with a bachelor’s degree.~~

20 ~~(B) Complete all of the requirements for and obtain a multiple~~  
21 ~~subject, single subject, or education specialist teaching~~  
22 ~~credential.~~

23 ~~(C) Complete one school year of classroom instruction in the~~  
24 ~~district or county office of education for each year that he or she~~  
25 ~~receives assistance for books, fees, and tuition while attending an~~  
26 ~~institution of higher education under the program.~~

27 ~~(3) To the extent that any participant does not fulfill his or her~~  
28 ~~obligations, as set forth in paragraph (2), the participant shall be~~  
29 ~~required to repay the assistance. If a participant is laid off, the~~  
30 ~~participant may not be required to repay the assistance until the~~  
31 ~~participant is offered reemployment and has an opportunity to~~  
32 ~~fulfill his or her obligations under this section.~~

33 ~~(e) The commission shall contract with an independent~~  
34 ~~evaluator with a proven record of experience in assessing~~  
35 ~~career-advancement programs or teacher training programs to~~  
36 ~~determine the success of the recruitment programs established~~  
37 ~~pursuant to subdivision (b). The evaluation shall be made on an~~  
38 ~~annual basis and shall include, but not be limited to, all of the~~  
39 ~~following:~~

1     ~~(1) The total cost per person participating in the program who~~  
2     ~~successfully obtains a teaching credential, based upon all state,~~  
3     ~~local, federal, and other sources of funding.~~

4     ~~(2) The economic status of persons participating in the pilot~~  
5     ~~program.~~

6     ~~(3) A description of financial and other resources made~~  
7     ~~available to each recruitment program by participating school~~  
8     ~~districts or county offices of education, institutions of higher~~  
9     ~~education, and other participating organizations.~~

10    ~~(4) The extent to which pupil performance on standardized~~  
11    ~~achievement tests has improved in classes taught by teachers who~~  
12    ~~have successfully completed the program, in comparison to~~  
13    ~~classes taught by other teachers who have equivalent teaching~~  
14    ~~experience.~~

15    ~~(5) The extent to which pupil dropout rates and other measures~~  
16    ~~of delinquency have improved in classes taught by teachers who~~  
17    ~~have successfully completed the program.~~

18    ~~(6) The extent to which teachers who have successfully~~  
19    ~~completed the program remain in the communities in which they~~  
20    ~~reside and in which they teach.~~

21    ~~(7) The attrition rate of teachers who have successfully~~  
22    ~~completed the program.~~

23    ~~(f) Each selected school district or county office of education~~  
24    ~~shall report to the commission regarding the progress of each~~  
25    ~~cohort of school paraprofessionals, and other information~~  
26    ~~regarding its recruitment program as the commission may direct.~~

27    ~~(g) No later than January 1 of each year, the commission shall~~  
28    ~~report to the Legislature regarding the status of the pilot program,~~  
29    ~~including, but not limited to, the number of school~~  
30    ~~paraprofessionals recruited, the academic progress of the school~~  
31    ~~paraprofessionals recruited, the number of school~~  
32    ~~paraprofessionals recruited who are subsequently employed as~~  
33    ~~teachers in the public schools, the degree to which the program~~  
34    ~~meets the demand for bilingual and special education teachers,~~  
35    ~~the degree to which the program or similar programs can meet~~  
36    ~~that demand if properly funded and executed, and other effects~~  
37    ~~upon the operation of the public schools.~~

38    ~~(h) It is the intent of the Legislature that each fiscal year,~~  
39    ~~funding for the California School Paraprofessional Teacher~~  
40    ~~Training Program be allocated to the Commission on Teacher~~

~~Credentia~~ling for grants to school districts pursuant to this section. In no case shall grants to any school district exceed the equivalent of three thousand dollars (\$3,000) annually per paraprofessional in the program. Funding for grants to school districts pursuant to this subdivision, shall be contingent upon an appropriation in the annual Budget Act.

~~(i) This section shall become inoperative on July 1, 2006, and, as of January 1, 2007, is repealed, unless a later enacted statute, that becomes operative on or before January 1, 2007, deletes or extends the dates on which it becomes inoperative and is repealed.~~

~~SEC. 16. Section 44393 is added to the Education Code, to read:~~

~~44393. (a) The California School Paraprofessional Teacher Training Program is hereby established for the purpose of recruiting paraprofessionals to participate in a program designed to encourage them to enroll in teacher training programs and to provide instructional service as teachers in the public schools.~~

~~(b) A school district or county office of education that uses funds from the professional development block grant made available pursuant to Article 5 (commencing with Section 41530) of Chapter 3.2 of Part 24 for this program shall do all of the following:~~

~~(1) Demonstrate a capacity and willingness to accommodate the participation of school paraprofessionals of the school in teacher training programs conducted at institutions of higher education.~~

~~(2) Enter into a written articulation agreement with the participating campuses of the institutions of higher education.~~

~~(3) Encourage paraprofessionals to become bilingual-crosscultural teachers, multiple subject credentialed teachers, or special education teachers.~~

~~(4) Include a developmentally sequenced series of job descriptions that lead from an entry-level school paraprofessional position to an entry-level teaching position in that school district or county office of education.~~

~~(5) Meet its own specific teacher needs.~~

~~(6) Operate a district internship program pursuant to Sections 44325, 44326, 44327, 44328, and 44830.3 or a university internship program pursuant to Article 3 (commencing with~~

1 ~~Section 44450) of Chapter 3 or demonstrate why an internship~~  
2 ~~program shall not be operated.~~

3 ~~(e) Each selected school district or county office of education~~  
4 ~~shall provide information and assistance to each school~~  
5 ~~paraprofessional it recruits under the program regarding~~  
6 ~~admission to a teacher training program.~~

7 ~~(d) (1) The school district or county office of education shall~~  
8 ~~recruit and organize groups, or “cohorts,” of school~~  
9 ~~paraprofessionals, of no more than 30, and no less than 10, in~~  
10 ~~each cohort. Cohorts shall be organized to consist of school~~  
11 ~~paraprofessionals having approximately equal academic~~  
12 ~~experience and qualifications, as determined by the school~~  
13 ~~district or county office of education. To the extent possible, the~~  
14 ~~members of each cohort shall proceed through the same subject~~  
15 ~~matter and credential programs. The members of each cohort~~  
16 ~~shall enroll in the same campus and shall be provided by the~~  
17 ~~school district or county office of education with appropriate~~  
18 ~~support and information throughout the course of their studies.~~

19 ~~(2) Each school district or county office of education shall~~  
20 ~~certify that it has received a commitment from each member of a~~  
21 ~~cohort that he or she will accomplish all of the following:~~

22 ~~(A) Graduate from an institution of higher education under the~~  
23 ~~program with a bachelor’s degree.~~

24 ~~(B) Complete all of the requirements for and obtain a multiple~~  
25 ~~subject, single subject, or education specialist teaching~~  
26 ~~credential.~~

27 ~~(C) Complete one school year of classroom instruction in the~~  
28 ~~district or county office of education for each year that he or she~~  
29 ~~receives assistance for books, fees, and tuition while attending an~~  
30 ~~institution of higher education under the program.~~

31 ~~(3) To the extent that any participant does not fulfill his or her~~  
32 ~~obligations, as set forth in paragraph (2), the participant shall be~~  
33 ~~required to repay the assistance. If a participant is laid off, the~~  
34 ~~participant shall not be required to repay the assistance until the~~  
35 ~~participant is offered reemployment and has an opportunity to~~  
36 ~~fulfill his or her obligations under this section.~~

37 ~~(e) Each selected school district or county office of education~~  
38 ~~shall report to the Superintendent regarding the progress of each~~  
39 ~~cohort of school paraprofessionals.~~



1 ~~(f) No later than January 1, 2007, and annually thereafter, the~~  
2 ~~Superintendent shall report to the Legislature regarding the status~~  
3 ~~of the program, including, but not limited to, the number of~~  
4 ~~school paraprofessionals recruited, the academic progress of the~~  
5 ~~school paraprofessionals recruited, the number of school~~  
6 ~~paraprofessionals recruited who are subsequently employed as~~  
7 ~~teachers in the public schools, the degree to which the program~~  
8 ~~meets the demand for bilingual and special education teachers,~~  
9 ~~and other effects upon the operation of the public schools.~~

10 ~~(g) Commencing with the 2006-07 fiscal year, and each fiscal~~  
11 ~~year thereafter, the school district or county office of education~~  
12 ~~may use funds from the professional development block grant~~  
13 ~~made available pursuant to Article 5 (commencing with Section~~  
14 ~~41530) of Chapter 3.2 of Part 24 to operate the program. In no~~  
15 ~~case shall any school district use more than the equivalent of~~  
16 ~~three thousand dollars (\$3,000) annually per paraprofessional in~~  
17 ~~the program.~~

18 ~~(h) This section shall become operative on July 1, 2006.~~

19 ~~SEC. 17.~~

20 *SEC. 9.* Section 44503 of the Education Code is amended to  
21 read:

22 44503. (a) The governing board of a school district that  
23 accepts state funds for purposes of this article agrees to negotiate  
24 the development and implementation of the program with the  
25 exclusive representative of the certificated employees in the  
26 school district, if the certificated employees in the district are  
27 represented by an exclusive representative. In a school district in  
28 which the certificated employees are not represented, the school  
29 district shall develop a Peer Assistance and Review Program for  
30 Teachers consistent with this article in order to be eligible to  
31 receive funding under this article.

32 (b) Functions performed pursuant to this article by certificated  
33 employees employed in a bargaining unit position shall not  
34 constitute either management or supervisory functions as defined  
35 by subdivisions (g) and (m) of Section 3540.1 of the Government  
36 Code.

37 (c) Teachers who provide assistance and review shall have the  
38 same protection from liability and access to appropriate defense  
39 as other public school employees pursuant to Division 3.6

(commencing with Section 810) of Title 1 of the Government Code.

(d) It is the intent of the Legislature that school districts be allowed to combine, by mutual agreement, their programs of peer assistance and review with those of other school districts.

(e) Not more than 5 percent of the funds received by a school district for the Peer Assistance and Review Program for Teachers may be expended for administrative expenses. For the purposes of this article, administrative expenses shall include expenditures for the personnel costs of program administration and coordination, the cost of consulting teacher selection, and indirect costs associated with the Peer Assistance and Review Program for Teachers.

(f) This section shall become inoperative on July 1, ~~2006~~ 2007, and, as of January 1, ~~2007~~ 2008, is repealed, unless a later enacted statute, that becomes operative on or before January 1, 2007 2008, deletes or extends the dates on which it becomes inoperative and is repealed.

~~SEC. 18.~~

*SEC. 10.* Section 44503 is added to the Education Code, to read:

44503. (a) The governing board of a school district that accepts state funds from the professional development block grant made available pursuant to Article 5 (commencing with Section 41530) of Chapter 3.2 of Part 24 for purposes of this article shall negotiate the development and implementation of the program with the exclusive representative of the certificated employees in the school district, if the certificated employees in the district are represented by an exclusive representative. In a school district in which the certificated employees are not represented, the school district shall develop a Peer Assistance and Review Program for Teachers consistent with this article in order to be eligible to receive funding under this article.

(b) Functions performed pursuant to this article by certificated employees employed in a bargaining unit position shall not constitute either management or supervisory functions as defined by subdivisions (g) and (m) of Section 3540.1 of the Government Code.

(c) Teachers who provide assistance and review shall have the same protection from liability and access to appropriate defense

1 as other public school employees pursuant to Division 3.6  
2 (commencing with Section 810) of Title 1 of the Government  
3 Code.

4 (d) It is the intent of the Legislature that school districts be  
5 allowed to combine, by mutual agreement, their programs of peer  
6 assistance and review with those of other school districts.

7 (e) Not more than 5 percent of the funds used by a school  
8 district for the Peer Assistance and Review Program for Teachers  
9 may be expended for administrative expenses. For the purposes  
10 of this article, administrative expenses shall include expenditures  
11 for the personnel costs of program administration and  
12 coordination, the cost of consulting teacher selection, and  
13 indirect costs associated with the Peer Assistance and Review  
14 Program for Teachers.

15 (f) This section shall become operative on July 1, ~~2006~~ 2007.

16 ~~SEC. 19.~~

17 *SEC. 11.* Section 44505 of the Education Code is repealed.

18 ~~SEC. 20.~~

19 *SEC. 12.* Section 44506 of the Education Code is repealed.

20 ~~SEC. 21.~~

21 *SEC. 13.* Section 44507 of the Education Code is amended to  
22 read:

23 44507. (a) Subject to the availability of funding in the annual  
24 Budget Act, the Superintendent shall contract with an  
25 independent evaluator on or before December 15, 2002, to  
26 prepare a comprehensive evaluation of the implementation,  
27 impact, cost, and benefit of the California Peer Assistance and  
28 Review Program for Teachers. The evaluation shall be delivered  
29 to the Legislature, the Governor, and interested parties on or  
30 before January 1, 2004. As a condition of receiving funding,  
31 school districts implementing programs pursuant to this article  
32 shall provide data, as requested by the Superintendent, to provide  
33 baseline information for the evaluation.

34 (b) This section shall become inoperative on July 1, ~~2006~~  
35 2007, and, as of January 1, ~~2007~~ 2008, is repealed, unless a later  
36 enacted statute, that becomes operative on or before January 1,  
37 2007 2008, deletes or extends the dates on which it becomes  
38 inoperative and is repealed.

1     ~~SEC. 22.~~

2     *SEC. 14.* Section 44507 is added to the Education Code, to  
3 read:

4     44507. (a) Subject to the availability of funding in the annual  
5 Budget Act, the Superintendent shall contract with an  
6 independent evaluator on or before December 15, 2002, to  
7 prepare a comprehensive evaluation of the implementation,  
8 impact, cost, and benefit of the California Peer Assistance and  
9 Review Program for Teachers. The evaluation shall be delivered  
10 to the Legislature, the Governor, and interested parties on or  
11 before January 1, 2004. As a condition of receiving funding from  
12 the professional development block grant made available  
13 pursuant to Article 5 (commencing with Section 41530) of  
14 Chapter 3.2 of Part 24, school districts that implement programs  
15 pursuant to this article shall provide data, as requested by the  
16 Superintendent, to provide baseline information for the  
17 evaluation.

18     (b) This section shall become operative on July 1, ~~2006~~ 2007.

19     ~~SEC. 23.~~

20     *SEC. 15.* Section 44730 is added to the Education Code, to  
21 read:

22     44730. A school district that uses funds from the professional  
23 development block grant made available pursuant to Article 5  
24 (commencing with Section 41530) of Chapter 3.2 of Part 24 for  
25 purposes of this chapter shall certify all of the following to the  
26 department:

27     (a) Each school maintaining any of grades 4 to 8, inclusive,  
28 that uses professional development block grant funds for  
29 purposes of this chapter has access, for instructional purposes, to  
30 the Internet in its classrooms and has a sufficient number of  
31 up-to-date computers or other devices that provide Internet  
32 access in its classrooms for instructional use.

33     (b) The professional development block grant funds used for  
34 this chapter shall be expended by the eligible schools for the  
35 purpose of providing in-service training to their schoolsite  
36 administrators, appropriate instructional classified employees,  
37 and certificated employees who provide direct instructional  
38 services to pupils in grades 4 to 8, inclusive, in the use of  
39 education technology to support the daily instruction of pupils  
40 and the recordkeeping necessary to support that instruction.

1 (c) The professional development block grant funds used for  
2 this chapter shall be expended for in-service training programs in  
3 education technology that meet or exceed the proficiency  
4 standards developed by the Commission on Teacher  
5 Credentialing pursuant to Section 44259.

6 (d) Each school has developed an action plan that provides for  
7 a program of in-service training in education technology for its  
8 schoolsite administrators, appropriate instructional classified  
9 employees, and all certificated employees who provide direct  
10 instructional services to pupils in grades 4 to 8, inclusive. In the  
11 action plan, the school shall, to the extent feasible and  
12 appropriate, integrate training in educational technology with all  
13 of the following:

14 (1) Staff development days.

15 (2) Staff development funds available from all state and  
16 federal funding sources.

17 (3) Involvement of the parents and guardians of pupils  
18 enrolled in the school district.

19 (e) In-service training provided pursuant to this chapter shall  
20 be coordinated and integrated with any other in-service training.

21 (f) This section shall become operative on July 1, ~~2006~~ 2007.

22 ~~SEC. 24.~~

23 *SEC. 16.* Section 44730 of the Education Code is repealed.

24 ~~SEC. 25.~~

25 *SEC. 17.* Section 44731 of the Education Code is amended  
26 and renumbered to read:

27 44730. A school district shall certify all of the following to  
28 the department as a condition of each applicant school in the  
29 district being eligible to receive funding pursuant to this chapter:

30 (a) Each school maintaining any of grades 4 to 8, inclusive,  
31 that is applying for funding under this chapter has access, for  
32 instructional purposes, to the Internet in its classrooms and has a  
33 sufficient number of up-to-date computers or other devices that  
34 provide Internet access in its classrooms for instructional use.

35 (b) The funds received pursuant to this chapter shall be  
36 expended by the eligible schools for the purpose of providing  
37 in-service training to their schoolsite administrators, appropriate  
38 instructional classified employees, and certificated employees  
39 who provide direct instructional services to pupils in grades 4 to  
40 8, inclusive, in the use of education technology to support the

1 daily instruction of pupils and the recordkeeping necessary to  
2 support that instruction.

3 (c) The funds received pursuant to this chapter shall be  
4 expended for in-service training programs in education  
5 technology that meet or exceed the proficiency standards  
6 developed by the Commission on Teacher Credentialing pursuant  
7 to Section 44259.

8 (d) Each applicant school has developed an action plan that  
9 provides for a program of in-service training in education  
10 technology for its schoolsite administrators, appropriate  
11 instructional classified employees, and all certificated employees  
12 who provide direct instructional services to pupils in grades 4 to  
13 8, inclusive. In the action plan, the applicant school shall, to the  
14 extent feasible and appropriate, integrate training in educational  
15 technology with all of the following:

16 (1) Staff development days authorized pursuant to Section  
17 44670.6 or 52854.

18 (2) Staff development funds available from all state and  
19 federal funding sources.

20 (3) Involvement of the parents and guardians of pupils  
21 enrolled in the school district.

22 (e) In-service training provided pursuant to this chapter shall  
23 be coordinated and integrated with any other in-service training.

24 (f) This section shall become inoperative on July 1, ~~2006~~  
25 2007, and, as of January 1, ~~2007~~ 2008, is repealed, unless a later  
26 enacted statute, that becomes operative on or before January 1,  
27 2007 2008, deletes or extends the dates on which it becomes  
28 inoperative and is repealed.

29 ~~SEC. 26.~~

30 *SEC. 18.* Section 52272 of the Education Code is amended to  
31 read:

32 52272. (a) The Education Technology Professional  
33 Development Program is hereby established to provide teacher  
34 training on the use of technology in the classroom. The  
35 professional development training shall provide teachers with  
36 knowledge and skills on how best to integrate the use of  
37 technology into the classroom and curriculum.

38 (b) The California State University shall administer the  
39 professional development training component of the program and  
40 shall collaborate with the California Technology Assistance

1 Project, county offices of education, and other appropriate public  
2 and private organizations in developing and providing this  
3 training.

4 (c) The Secretary for Education, in collaboration with the  
5 Chancellor of the California State University, shall select a  
6 contractor to conduct an independent evaluation of the  
7 effectiveness of the Education Technology Professional  
8 Development Program. Upon completion, the report shall be  
9 submitted to the Governor and the Legislature by January 1,  
10 2002.

11 (d) Funding for the purposes of this section is contingent on an  
12 appropriation made for those purposes in the annual Budget Act.

13 (e) This section shall become inoperative on July 1, ~~2006~~  
14 ~~2007~~, and, as of January 1, ~~2007~~ 2008, is repealed, unless a later  
15 enacted statute, that becomes operative on or before January 1,  
16 ~~2007~~ 2008, deletes or extends the dates on which it becomes  
17 inoperative and is repealed.

18 ~~SEC. 27.~~

19 *SEC. 19.* Section 52272 is added to the Education Code, to  
20 read:

21 52272. (a) The Education Technology Professional  
22 Development Program is hereby established to provide teacher  
23 training on the use of technology in the classroom. The  
24 professional development training shall provide teachers with  
25 knowledge and skills on how best to integrate the use of  
26 technology into the classroom and curriculum.

27 (b) A school district or charter school may administer or  
28 contract for the professional development training component of  
29 the program and shall collaborate with the California Technology  
30 Assistance Project, county offices of education, and other  
31 appropriate public and private organizations in developing and  
32 providing this training.

33 (c) The Secretary for Education shall select a contractor to  
34 conduct an independent evaluation of the effectiveness of the  
35 Education Technology Professional Development Program.  
36 Upon completion, the report shall be submitted to the Governor  
37 and the Legislature by January 1, 2002.

38 (d) Funding for the purposes of this section may be provided  
39 from the professional development block grant made available

1 pursuant to Article 5 (commencing with Section 41530) of  
2 Chapter 3.2 of Part 24.

3 (e) This section shall become operative on July 1, ~~2006~~ 2007.

4 ~~SEC. 28.~~

5 *SEC. 20.* Section 99220 of the Education Code is amended to  
6 read:

7 99220. The Regents of the University of California are  
8 requested to jointly develop with the Trustees of *the* California  
9 State University and the independent colleges and universities,  
10 the California Reading Professional Development Institutes, to  
11 be administered by the university, in partnership with the  
12 California State University and with private, independent  
13 universities in California, in accordance with all of the following  
14 criteria:

15 (a) (1) In June 1999, the University of California and its  
16 institutes' partners shall commence instruction for 6,000  
17 participants who either provide direct instruction in reading to  
18 pupils in kindergarten or in grade 1, 2, or 3, or who supervise  
19 beginning teachers of reading. Commencing in July 2000, the  
20 institutes shall provide instruction for an additional 14,000  
21 participants who either provide direct instruction in reading to  
22 pupils, including special education pupils, in prekindergarten,  
23 kindergarten or in grade 1, 2, or 3, or supervise beginning  
24 teachers of reading. Of the 14,000 new positions, at least 2,000  
25 shall be reserved for prekindergarten teachers who teach in state  
26 preschool programs located in the attendance area of  
27 high-priority schools in order to link prekindergarten literacy  
28 development and reading readiness to the state's reading goals  
29 for pupils enrolled in kindergarten and grades 1 to 3, inclusive. If  
30 there are not enough applicants to fill the 2,000 positions, the  
31 remaining positions may be filled by teachers of pupils enrolled  
32 in kindergarten or any of grades 1 to 3, inclusive.

33 (2) Ongoing support for second-year participants shall include  
34 a second-year institute focusing on the use of instructional  
35 materials, leveraging of school district resources, and the  
36 development of teacher leadership within the school district to  
37 improve pupil achievement in reading.

38 (b) (1) The institutes shall provide instruction for school  
39 teams from each participating school. These school teams may  
40 include both beginning and experienced teachers and the



1 schoolsite administrator, with the majority of the team composed  
2 of beginning teachers.

3 (2) Criteria and priority for selection of participating school  
4 teams shall include, but not necessarily be limited to, all of the  
5 following:

6 (A) Schools whose pupils' reading scores are at or below the  
7 40th percentile on the reading portion of the achievement test  
8 authorized by Section 60640.

9 (B) Schools with a high number of beginning and  
10 noncredentialed teachers.

11 (C) Schools with high poverty levels, as determined by the  
12 percentage of pupils eligible for free or reduced price meals.

13 (D) Schools with a full complement of team members as  
14 outlined above.

15 (E) School teams committed to participate in the Elementary  
16 School Intensive Reading Program established pursuant to  
17 Article 1 (commencing with Section 53025) of Chapter 16 of  
18 Part 28 for a minimum of three years.

19 (F) Schools that have adopted standards-based materials  
20 approved by the State Board of Education.

21 (3) In any fiscal year, if funding is inadequate to accommodate  
22 the participation of all eligible school teams, first priority shall be  
23 given to schools meeting the criteria set forth in subparagraph  
24 (B) of paragraph (2).

25 (c) (1) The institutes shall provide instruction in the teaching  
26 of reading in a manner consistent with the standard for a  
27 comprehensive reading instruction program that is  
28 research-based, as described in subparagraphs (A) and (B) of  
29 paragraph (4) of subdivision (b) of Section 44259, and shall  
30 include all of the following components:

31 (A) The study of organized, systematic, explicit skills  
32 including phonemic awareness, direct, systematic explicit  
33 phonics, and decoding skills.

34 (B) A strong literature, language and comprehension  
35 component with a balance of oral and written language.

36 (C) Ongoing diagnostic techniques that inform teaching and  
37 assessment.

38 (D) Early intervention techniques.

39 (2) Instruction provided pursuant to this section shall be  
40 consistent with state-adopted academic content standards and

1 with the curriculum framework on reading/language arts adopted  
2 by the State Board of Education.

3 (3) Instruction provided pursuant to this section shall acquaint  
4 teachers with the value in the diagnostic nature of standardized  
5 tests.

6 (d) (1) Each participant who satisfactorily completes an  
7 institute authorized by this section shall receive a stipend,  
8 commensurate with the duration of the institute, of not less than  
9 one thousand dollars (\$1,000) nor more than two thousand  
10 dollars (\$2,000), as determined by the University of California.

11 (2) A participant in an institute authorized by this section who  
12 satisfactorily completes additional institute activities or  
13 leadership and mentoring responsibilities in his or her school in  
14 subsequent years in accordance with institute guidelines shall  
15 receive a stipend, commensurate with the participant's  
16 responsibilities, of not less than five hundred dollars (\$500) and  
17 not more than two thousand dollars (\$2,000), as determined by  
18 the University of California. It is the intent of the Legislature that  
19 stipends paid to participants under this paragraph average  
20 approximately one thousand dollars (\$1,000) per stipend  
21 recipient per year.

22 (e) In order to provide maximum access, the institutes shall be  
23 offered through multiple university and college campuses that are  
24 widely distributed throughout the state or in a regionally  
25 accredited program offered through instructor-led, interactive  
26 online courses. In order to maximize access to teachers and  
27 administrators who may be precluded from participating in an  
28 onsite institute due to geographical, physical, or time constraints,  
29 each institute shall be required to accommodate at least 5 percent  
30 of the participants through state-approved instructor-led,  
31 interactive online courses. Instruction at the institutes shall  
32 consist of an intensive, sustained training period of no less than  
33 40 hours nor more than 120 hours during the summer or during  
34 an intersession break or an equivalent instructor-led, online  
35 course, and shall be supplemented, during the following school  
36 year, with no fewer than 80 additional hours nor more than 120  
37 additional hours of instruction and schoolsite meetings, held on  
38 at least a monthly basis, to focus on the academic progress of that  
39 school's pupils in reading.

(f) It is the intent of the Legislature that a local educational agency or postsecondary institution that offers an accredited program of professional preparation consider providing partial and proportional credit toward satisfaction of reading course requirements to an enrolled candidate who satisfactorily completes a California Reading Professional Development Institute program if the institute has been certified by the Commission on Teacher Credentialing as meeting reading preparation standards.

(g) This section does not prohibit a participant from attending an institute authorized by this section in more than one academic year.

(h) “Beginning teachers,” for purposes of this article, are teachers with three or fewer years of teaching experience.

(i) This section shall become inoperative on July 1, ~~2006~~ 2007, and, as of January 1, ~~2007~~ 2008, is repealed, unless a later enacted statute, that becomes operative on or before January 1, ~~2007~~ 2008, deletes or extends the dates on which it becomes inoperative and is repealed.

~~SEC. 29:~~

*SEC. 21.* Section 99220 is added to the Education Code, to read:

99220. The Regents of the University of California are requested to jointly develop with the Trustees of the California State University and the independent colleges and universities, the California Reading Professional Development Institutes, to be administered by the university, in partnership with the California State University and with private, independent universities in California, in accordance with all of the following criteria:

(a) (1) In June 1999, the University of California and its institutes’ partners shall commence instruction for 6,000 participants who either provide direct instruction in reading to pupils in kindergarten or in grade 1, 2, or 3, or who supervise beginning teachers of reading. Commencing in July 2000, the institutes shall provide instruction for an additional 14,000 participants who either provide direct instruction in reading to pupils, including special education pupils, in prekindergarten, kindergarten or in grade 1, 2, or 3, or supervise beginning teachers of reading. Of the 14,000 new positions, at least 2,000

1 shall be reserved for prekindergarten teachers who teach in state  
2 preschool programs located in the attendance area of  
3 high-priority schools in order to link prekindergarten literacy  
4 development and reading readiness to the state's reading goals  
5 for pupils enrolled in kindergarten and grades 1 to 3, inclusive. If  
6 there are not enough applicants to fill the 2,000 positions, the  
7 remaining positions may be filled by teachers of pupils enrolled  
8 in kindergarten or any of grades 1 to 3, inclusive.

9 (2) Ongoing support for second-year participants shall include  
10 a second-year institute focusing on the use of instructional  
11 materials, leveraging of school district resources, and the  
12 development of teacher leadership within the school district to  
13 improve pupil achievement in reading.

14 (b) The institutes shall provide instruction for school teams  
15 from each participating school. These school teams may include  
16 both beginning and experienced teachers and the schoolsite  
17 administrator, with the majority of the team composed of  
18 beginning teachers. In any fiscal year, if funding is inadequate to  
19 accommodate the participation of all school teams, first priority  
20 shall be given to schools with a high number of beginning and  
21 noncredentialed teachers.

22 (c) (1) The institutes shall provide instruction in the teaching  
23 of reading in a manner consistent with the standard for a  
24 comprehensive reading instruction program that is  
25 research-based, as described in subparagraphs (A) and (B) of  
26 paragraph (4) of subdivision (b) of Section 44259, and shall  
27 include all of the following components:

28 (A) The study of organized, systematic, explicit skills  
29 including phonemic awareness, direct, systematic explicit  
30 phonics, and decoding skills.

31 (B) A strong literature, language and comprehension  
32 component with a balance of oral and written language.

33 (C) Ongoing diagnostic techniques that inform teaching and  
34 assessment.

35 (D) Early intervention techniques.

36 (2) Instruction provided pursuant to this section shall be  
37 consistent with state-adopted academic content standards and  
38 with the curriculum framework on reading/language arts adopted  
39 by the State Board of Education.

1 (3) Instruction provided pursuant to this section shall acquaint  
2 teachers with the value in the diagnostic nature of standardized  
3 tests.

4 (d) (1) Each participant who satisfactorily completes an  
5 institute authorized by this section shall receive a stipend,  
6 commensurate with the duration of the institute, of not less than  
7 one thousand dollars (\$1,000) nor more than two thousand  
8 dollars (\$2,000).

9 (2) A participant in an institute authorized by this section who  
10 satisfactorily completes additional institute activities or  
11 leadership and mentoring responsibilities in his or her school in  
12 subsequent years in accordance with institute guidelines shall  
13 receive a stipend, commensurate with the participant's  
14 responsibilities, of not less than five hundred dollars (\$500) and  
15 not more than two thousand dollars (\$2,000). It is the intent of  
16 the Legislature that stipends paid to participants under this  
17 paragraph average approximately one thousand dollars (\$1,000)  
18 per stipend recipient per year.

19 (e) In order to provide maximum access, the institutes shall be  
20 offered through multiple university and college campuses that are  
21 widely distributed throughout the state or in a regionally  
22 accredited program offered through instructor-led, interactive  
23 online courses. In order to maximize access to teachers and  
24 administrators who may be precluded from participating in an  
25 onsite institute due to geographical, physical, or time constraints,  
26 each institute shall be required to accommodate at least 5 percent  
27 of the participants through state-approved instructor-led,  
28 interactive online courses. Instruction at the institutes shall  
29 consist of an intensive, sustained training period of no less than  
30 40 hours nor more than 120 hours during the summer or during  
31 an intersession break or an equivalent instructor-led, online  
32 course, and shall be supplemented, during the following school  
33 year, with no fewer than 80 additional hours nor more than 120  
34 additional hours of instruction and schoolsite meetings, held on  
35 at least a monthly basis, to focus on the academic progress of that  
36 school's pupils in reading.

37 (f) It is the intent of the Legislature that a local educational  
38 agency or postsecondary institution that offers an accredited  
39 program of professional preparation consider providing partial  
40 and proportional credit toward satisfaction of reading course

1 requirements to an enrolled candidate who satisfactorily  
2 completes a California Reading Professional Development  
3 Institute program if the institute has been certified by the  
4 Commission on Teacher Credentialing as meeting reading  
5 preparation standards.

6 (g) This section does not prohibit a participant from attending  
7 an institute authorized by this section in more than one academic  
8 year.

9 (h) “Beginning teachers,” for purposes of this article, are  
10 teachers with three or fewer years of teaching experience.

11 (i) This section shall become operative on July 1, ~~2006~~ 2007.

12 ~~SEC. 30.~~

13 *SEC. 22.* Section 99221 of the Education Code is amended to  
14 read:

15 99221. The Regents of the University of California are  
16 requested to develop jointly with the Trustees of the California  
17 State University and the independent colleges and universities,  
18 the High School English Professional Development Institutes, to  
19 be administered by the university, in partnership with the  
20 California State University and with private, independent  
21 universities in California, in accordance with all of the following  
22 criteria:

23 (a) In July 2000, the University of California and its institutes’  
24 partners shall commence instruction for 12,000 participants who  
25 either provide direct instruction in reading and writing to  
26 California public high school pupils in grades 9 to 12, inclusive,  
27 or supervise beginning teachers of high school reading and  
28 writing.

29 (b) (1) The institutes shall provide instruction for school  
30 teams from each participating school. These school teams may  
31 include both beginning and experienced teachers and the  
32 schoolsite administrator.

33 (2) Criteria and priority for selection of participating school  
34 teams shall include, but are not limited to, all of the following:

35 (A) Schools whose pupils’ scores on the English language arts  
36 portion of the achievement test authorized by Section 60640 are  
37 at or below the 40th percentile.

38 (B) Teams composed of a large percentage of the members of  
39 their schools’ English departments, which may include the chair  
40 of that department.

1 (C) Schools with high poverty levels, as determined by the  
2 percentage of pupils eligible for free or reduced price meals.

3 (D) Teams of teachers from various departments within a  
4 school.

5 (E) Schools with a high number of beginning and  
6 noncredentialed teachers.

7 (F) Schools that have adopted standards-based materials  
8 approved by the State Board of Education.

9 (3) In any fiscal year, if funding is inadequate to accommodate  
10 the participation of all eligible school teams, first priority shall be  
11 given to schools meeting the criteria set forth in subparagraph (E)  
12 of paragraph (2).

13 (c) (1) The institutes shall provide instruction in the teaching  
14 of reading and writing in a manner consistent with the standard  
15 for a comprehensive reading and writing instruction program that  
16 is research-based, as described in subparagraphs (A) and (B) of  
17 paragraph (4) of subdivision (b) of Section 44259.

18 (2) Instruction provided pursuant to this section shall be  
19 consistent with state-adopted academic content standards and  
20 with the curriculum frameworks on reading/language arts for  
21 kindergarten and grades 1 to 12, inclusive, that are adopted by  
22 the State Board of Education.

23 (3) Instruction provided pursuant to this section shall acquaint  
24 teachers with the value in the diagnostic nature of standardized  
25 tests.

26 (d) In order to provide maximum access, the institutes shall be  
27 offered through multiple university and college campuses that are  
28 widely distributed throughout the state or in a regionally  
29 accredited program offered through instructor-led, interactive  
30 online courses. In order to maximize access to teachers and  
31 administrators who may be precluded from participating in an  
32 onsite institute due to geographical, physical, or time constraints,  
33 each institute shall be required to accommodate at least 5 percent  
34 of the participants through state-approved instructor-led,  
35 interactive online courses. Instruction at the institutes shall  
36 consist of an intensive, sustained training period of no less than  
37 40 hours nor more than 120 hours during the summer or during  
38 an intersession break or an equivalent instructor-led, online  
39 course and shall be supplemented, during the following school  
40 year, with no fewer than 80 additional hours nor more than 120

1 additional hours of instruction and schoolsite meetings, held on  
2 at least a monthly basis, to focus on the academic progress of that  
3 school's pupils in English language arts.

4 (e) It is the intent of the Legislature that a local educational  
5 agency or postsecondary institution that offers an accredited  
6 program of professional preparation consider providing partial  
7 and proportional credit toward satisfaction of English language  
8 arts requirements to an enrolled candidate who satisfactorily  
9 completes a High School English Professional Development  
10 Institute if the institute has been certified by the Commission on  
11 Teacher Credentialing as meeting English language arts  
12 standards.

13 (f) This section shall become inoperative on July 1, ~~2006~~  
14 ~~2007~~, and, as of January 1, ~~2007~~ 2008, is repealed, unless a later  
15 enacted statute, that becomes operative on or before January 1,  
16 ~~2007~~ 2008, deletes or extends the dates on which it becomes  
17 inoperative and is repealed.

18 ~~SEC. 31.~~

19 *SEC. 23.* Section 99221 is added to the Education Code, to  
20 read:

21 99221. The Regents of the University of California are  
22 requested to develop jointly with the Trustees of the California  
23 State University and the independent colleges and universities,  
24 the High School English Professional Development Institutes, to  
25 be administered by the university, in partnership with the  
26 California State University and with private, independent  
27 universities in California, in accordance with all of the following  
28 criteria:

29 (a) In July 2000, the University of California and its institutes'  
30 partners shall commence instruction for 12,000 participants who  
31 either provide direct instruction in reading and writing to  
32 California public high school pupils in grades 9 to 12, inclusive,  
33 or supervise beginning teachers of high school reading and  
34 writing.

35 (b) The institutes shall provide instruction for school teams  
36 from each participating school. These school teams may include  
37 both beginning and experienced teachers and the schoolsite  
38 administrator.

39 (c) (1) The institutes shall provide instruction in the teaching  
40 of reading and writing in a manner consistent with the standard



1 for a comprehensive reading and writing instruction program that  
2 is research-based, as described in subparagraphs (A) and (B) of  
3 paragraph (4) of subdivision (b) of Section 44259.

4 (2) Instruction provided pursuant to this section shall be  
5 consistent with state-adopted academic content standards and  
6 with the curriculum frameworks on reading/language arts for  
7 kindergarten and grades 1 to 12, inclusive, that are adopted by  
8 the State Board of Education.

9 (3) Instruction provided pursuant to this section shall acquaint  
10 teachers with the value in the diagnostic nature of standardized  
11 tests.

12 (d) In order to provide maximum access, the institutes shall be  
13 offered through multiple university and college campuses that are  
14 widely distributed throughout the state or in a regionally  
15 accredited program offered through instructor-led, interactive  
16 online courses. In order to maximize access to teachers and  
17 administrators who may be precluded from participating in an  
18 onsite institute due to geographical, physical, or time constraints,  
19 each institute shall be required to accommodate at least 5 percent  
20 of the participants through state-approved instructor-led,  
21 interactive online courses. Instruction at the institutes shall  
22 consist of an intensive, sustained training period of no less than  
23 40 hours nor more than 120 hours during the summer or during  
24 an intersession break or an equivalent instructor-led, online  
25 course and shall be supplemented, during the following school  
26 year, with no fewer than 80 additional hours nor more than 120  
27 additional hours of instruction and schoolsite meetings, held on  
28 at least a monthly basis, to focus on the academic progress of that  
29 school's pupils in English language arts.

30 (e) It is the intent of the Legislature that a local educational  
31 agency or postsecondary institution that offers an accredited  
32 program of professional preparation consider providing partial  
33 and proportional credit toward satisfaction of English language  
34 arts requirements to an enrolled candidate who satisfactorily  
35 completes a High School English Professional Development  
36 Institute if the institute has been certified by the Commission on  
37 Teacher Credentialing as meeting English language arts  
38 standards.

39 (f) This section shall become operative on July 1, ~~2006~~ 2007.

1     ~~SEC. 32.~~

2     ~~SEC. 24.~~ Section 99222 of the Education Code is amended to  
3 read:

4     99222. The Regents of the University of California are  
5 requested to develop jointly with the Trustees of the California  
6 State University and the independent colleges and universities,  
7 the High School Mathematics Professional Development  
8 Institutes, to be administered by the university, in partnership  
9 with the California State University and with private,  
10 independent universities in California, in accordance with all of  
11 the following criteria:

12     (a) In July 2000, the University of California and its institutes'  
13 partners shall commence instruction for 5,500 participants who  
14 either provide direct instruction in mathematics to California  
15 public high school pupils in grades 9 to 12, inclusive, or  
16 supervise beginning teachers of high school mathematics.

17     (b) (1) The institutes shall provide instruction for school  
18 teams from each participating school. The school teams may  
19 include both beginning and experienced teachers and the  
20 schoolsite administrator.

21     (2) Criteria and priority for selection of participating school  
22 teams shall include, but not necessarily be limited to, all of the  
23 following:

24     (A) Schools whose pupils' scores on the mathematics portion  
25 of the achievement test authorized by Section 60640 are at or  
26 below the 40th percentile.

27     (B) Teams composed of a large percentage of members of  
28 their schools' mathematics departments, which may include the  
29 chair of that department.

30     (C) Schools with high poverty levels, as determined by the  
31 percentage of pupils eligible for free or reduced price meals.

32     (D) Schools with a high number of beginning and  
33 noncredentialed teachers.

34     (E) Schools that have adopted standards-based materials  
35 approved by the State Board of Education.

36     (3) In any fiscal year, if funding is inadequate to accommodate  
37 the participation of all eligible school teams, first priority shall be  
38 given to schools meeting the criteria set forth in subparagraph  
39 (D) of paragraph (2).

1 (c) (1) The institutes shall provide instruction in the teaching  
2 of mathematics in a manner consistent with the standard for a  
3 comprehensive mathematics instruction program that is  
4 research-based and shall include all of the following components:

5 (A) Instruction in topics commonly found in high school  
6 mathematics courses, including, but not limited to, geometry,  
7 algebra II, trigonometry, and calculus, that will enhance the  
8 ability of teachers to prepare pupils for the achievement test  
9 authorized pursuant to Section 60640 and the high school exit  
10 examination authorized pursuant to Section 60850 and to prepare  
11 pupils for advanced placement and college coursework.

12 (B) Ongoing diagnostic techniques that inform teaching and  
13 assessment.

14 (C) Early intervention techniques for pupils experiencing  
15 difficulty in mathematics.

16 (2) Instruction provided pursuant to this section shall be  
17 consistent with state-adopted academic content standards and  
18 with the curriculum frameworks on mathematics for kindergarten  
19 and grades 1 to 12, inclusive, that are adopted by the State Board  
20 of Education.

21 (3) Instruction provided pursuant to this section shall acquaint  
22 teachers with the value in the diagnostic nature of standardized  
23 tests.

24 (d) In order to provide maximum access, the institutes shall be  
25 offered through multiple university and college campuses that are  
26 widely distributed throughout the state or in a regionally  
27 accredited program offered through instructor-led, interactive  
28 online courses. In order to maximize access to teachers and  
29 administrators who may be precluded from participating in an  
30 onsite institute due to geographical, physical, or time constraints,  
31 each institute shall be required to accommodate at least 5 percent  
32 of the participants through state-approved instructor-led,  
33 interactive online courses. Instruction at the institutes shall  
34 consist of an intensive, sustained training period of no less than  
35 40 hours nor more than 120 hours during the summer or during  
36 an intersession break or an equivalent instructor-led, online  
37 course and shall be supplemented, during the following school  
38 year, with no fewer than 80 additional hours nor more than 120  
39 additional hours of instruction and schoolsite meetings, held on

1 at least a monthly basis, to focus on the academic progress of that  
2 school's pupils in mathematics.

3 (e) It is the intent of the Legislature that a local educational  
4 agency or postsecondary institution that offers an accredited  
5 program of professional preparation consider providing partial  
6 and proportional credit toward satisfaction of mathematics course  
7 requirements to an enrolled candidate who satisfactorily  
8 completes a High School Mathematics Professional Development  
9 Institute if the institute has been certified by the Commission on  
10 Teacher Credentialing as meeting mathematics standards.

11 (f) This section shall become inoperative on July 1, ~~2006~~  
12 ~~2007~~, and, as of January 1, ~~2007~~ 2008, is repealed, unless a later  
13 enacted statute, that becomes operative on or before January 1,  
14 ~~2007~~ 2008, deletes or extends the dates on which it becomes  
15 inoperative and is repealed.

16 ~~SEC. 33.~~

17 *SEC. 25.* Section 99222 is added to the Education Code, to  
18 read:

19 99222. The Regents of the University of California are  
20 requested to develop jointly with the Trustees of the California  
21 State University and the independent colleges and universities,  
22 the High School Mathematics Professional Development  
23 Institutes, to be administered by the university, in partnership  
24 with the California State University and with private,  
25 independent universities in California, in accordance with all of  
26 the following criteria:

27 (a) In July 2000, the University of California and its institutes'  
28 partners shall commence instruction for 5,500 participants who  
29 either provide direct instruction in mathematics to California  
30 public high school pupils in grades 9 to 12, inclusive, or  
31 supervise beginning teachers of high school mathematics.

32 (b) The institutes shall provide instruction for school teams  
33 from each participating school. The school teams may include  
34 both beginning and experienced teachers and the schoolsite  
35 administrator.

36 (c) (1) The institutes shall provide instruction in the teaching  
37 of mathematics in a manner consistent with the standard for a  
38 comprehensive mathematics instruction program that is  
39 research-based and shall include all of the following components:

1 (A) Instruction in topics commonly found in high school  
2 mathematics courses, including, but not limited to, geometry,  
3 algebra II, trigonometry, and calculus, that will enhance the  
4 ability of teachers to prepare pupils for the achievement test  
5 authorized pursuant to Section 60640 and the high school exit  
6 examination authorized pursuant to Section 60850 and to prepare  
7 pupils for advanced placement and college coursework.

8 (B) Ongoing diagnostic techniques that inform teaching and  
9 assessment.

10 (C) Early intervention techniques for pupils experiencing  
11 difficulty in mathematics.

12 (2) Instruction provided pursuant to this section shall be  
13 consistent with state-adopted academic content standards and  
14 with the curriculum frameworks on mathematics for kindergarten  
15 and grades 1 to 12, inclusive, that are adopted by the State Board  
16 of Education.

17 (3) Instruction provided pursuant to this section shall acquaint  
18 teachers with the value in the diagnostic nature of standardized  
19 tests.

20 (d) In order to provide maximum access, the institutes shall be  
21 offered through multiple university and college campuses that are  
22 widely distributed throughout the state or in a regionally  
23 accredited program offered through instructor-led, interactive  
24 online courses. In order to maximize access to teachers and  
25 administrators who may be precluded from participating in an  
26 onsite institute due to geographical, physical, or time constraints,  
27 each institute shall be required to accommodate at least 5 percent  
28 of the participants through state-approved instructor-led,  
29 interactive online courses. Instruction at the institutes shall  
30 consist of an intensive, sustained training period of no less than  
31 40 hours nor more than 120 hours during the summer or during  
32 an intersession break or an equivalent instructor-led, online  
33 course and shall be supplemented, during the following school  
34 year, with no fewer than 80 additional hours nor more than 120  
35 additional hours of instruction and schoolsite meetings, held on  
36 at least a monthly basis, to focus on the academic progress of that  
37 school's pupils in mathematics.

38 (e) It is the intent of the Legislature that a local educational  
39 agency or postsecondary institution that offers an accredited  
40 program of professional preparation consider providing partial

1 and proportional credit toward satisfaction of mathematics course  
2 requirements to an enrolled candidate who satisfactorily  
3 completes a High School Mathematics Professional Development  
4 Institute if the institute has been certified by the Commission on  
5 Teacher Credentialing as meeting mathematics standards.

6 (f) This section shall become operative on July 1, ~~2006~~ 2007.

7 ~~SEC. 34.~~

8 *SEC. 26.* Section 99223 of the Education Code is amended to  
9 read:

10 99223. The Regents of the University of California are  
11 requested to jointly develop with the Trustees of the California  
12 State University and the independent colleges and universities,  
13 the Algebra Academies Professional Development Institutes, to  
14 be administered by the university, in partnership with the  
15 California State University and with private, independent  
16 universities in California, in accordance with all of the following  
17 criteria:

18 (a) In July 2000, the University of California and its institutes'  
19 partners shall commence instruction for 1,000 participants who  
20 either provide direct instruction in prealgebra and algebra to  
21 pupils in grades 7 and 8, or supervise beginning teachers of  
22 algebra.

23 (b) (1) The institutes shall provide instruction for school  
24 teams from each participating school. These school teams may  
25 include both beginning and experienced teachers and the  
26 schoolsite administrator.

27 (2) Criteria and priority for selection of participating school  
28 teams shall include, but are not necessarily limited to, all of the  
29 following:

30 (A) Schools whose pupils' scores on the mathematics portion  
31 of the achievement test authorized by Section 60640 are at or  
32 below the 40th percentile.

33 (B) Teams composed of a large percentage of members of  
34 their schools' mathematics departments, which may include the  
35 chair of that department.

36 (C) Schools with high poverty levels, as determined by the  
37 percentage of pupils eligible for free or reduced price meals.

38 (D) Schools with a high number of beginning and  
39 noncredentialed teachers.

1 (E) Schools that have adopted standards-based materials  
2 approved by the State Board of Education.

3 (3) In any fiscal year, if funding is inadequate to accommodate  
4 the participation of all eligible school teams, first priority shall be  
5 given to schools that meet the criteria described in subparagraph  
6 (D) of paragraph (2).

7 (c) (1) The institutes shall provide instruction in the teaching  
8 of prealgebra and algebra in a manner consistent with the  
9 standard for a comprehensive mathematics instruction program  
10 that is research-based and shall include all of the following  
11 components:

12 (A) Instruction in prealgebra and algebra that will enhance the  
13 ability of teachers to prepare pupils for the achievement test  
14 authorized pursuant to Section 60640 and the high school exit  
15 examination authorized pursuant to Section 60850.

16 (B) Ongoing diagnostic techniques that inform teaching and  
17 assessment.

18 (C) Early intervention techniques for pupils experiencing  
19 difficulty in prealgebra and algebra.

20 (2) Instruction provided pursuant to this section shall be  
21 consistent with state-adopted academic content standards and  
22 with the curriculum frameworks on mathematics for kindergarten  
23 and grades 1 to 12, inclusive, that are adopted by the State Board  
24 of Education.

25 (3) Instruction provided pursuant to this section shall acquaint  
26 teachers with the value in the diagnostic nature of standardized  
27 tests.

28 (d) Each participant who satisfactorily completes an institute  
29 authorized by this section shall receive a stipend, commensurate  
30 with the duration of the institute, of not less than one thousand  
31 dollars (\$1,000) nor more than two thousand dollars (\$2,000), as  
32 determined by the University of California.

33 (e) In order to provide maximum access, the institutes shall be  
34 offered on multiple university and college campuses that are  
35 widely distributed throughout the state. Instruction at the  
36 institutes shall consist of an intensive, sustained training period  
37 of no less than 40 hours during the summer or during an  
38 intersession break, and shall be supplemented, during the  
39 following school year, with no fewer than the equivalent of five  
40 additional days of instruction and schoolsite meetings, held on at

1 least a monthly basis, to focus on the academic progress of that  
2 school's pupils in prealgebra and algebra.

3 (f) Teachers attending the institutes authorized by this section  
4 shall, as a condition of attendance and subsequent to that  
5 attendance, serve as instructors in the program authorized by  
6 Chapter 17 (commencing with Section 53080) of Part 28. These  
7 teachers shall continue to receive followup professional  
8 development during the same time period they are providing  
9 instruction. Followup professional development during this time  
10 period shall occur outside of instructional time.

11 (g) It is the intent of the Legislature that a local educational  
12 agency or postsecondary institution that offers an accredited  
13 program of professional preparation consider providing partial  
14 and proportional credit toward satisfaction of mathematics course  
15 requirements to an enrolled candidate who satisfactorily  
16 completes an Algebra Academies Professional Development  
17 Institute if the institute has been certified by the Commission on  
18 Teacher Credentialing as meeting mathematics standards.

19 (h) This section shall become inoperative on July 1, ~~2006~~  
20 ~~2007~~, and, as of January 1, ~~2007~~ 2008, is repealed, unless a later  
21 enacted statute, that becomes operative on or before January 1,  
22 ~~2007~~ 2008, deletes or extends the dates on which it becomes  
23 inoperative and is repealed.

24 ~~SEC. 35.~~

25 *SEC. 27.* Section 99223 is added to the Education Code, to  
26 read:

27 99223. The Regents of the University of California are  
28 requested to jointly develop with the Trustees of the California  
29 State University and the independent colleges and universities,  
30 the Algebra Academies Professional Development Institutes, to  
31 be administered by the university, in partnership with the  
32 California State University and with private, independent  
33 universities in California, in accordance with all of the following  
34 criteria:

35 (a) In July 2000, the University of California and its institutes'  
36 partners shall commence instruction for 1,000 participants who  
37 either provide direct instruction in prealgebra and algebra to  
38 pupils in grades 7 and 8, or supervise beginning teachers of  
39 algebra.



1 (b) The institutes shall provide instruction for school teams  
2 from each participating school. These school teams may include  
3 both beginning and experienced teachers and the schoolsite  
4 administrator.

5 (c) (1) The institutes shall provide instruction in the teaching  
6 of prealgebra and algebra in a manner consistent with the  
7 standard for a comprehensive mathematics instruction program  
8 that is research-based and shall include all of the following  
9 components:

10 (A) Instruction in prealgebra and algebra that will enhance the  
11 ability of teachers to prepare pupils for the achievement test  
12 authorized pursuant to Section 60640 and the high school exit  
13 examination authorized pursuant to Section 60850.

14 (B) Ongoing diagnostic techniques that inform teaching and  
15 assessment.

16 (C) Early intervention techniques for pupils experiencing  
17 difficulty in prealgebra and algebra.

18 (2) Instruction provided pursuant to this section shall be  
19 consistent with state-adopted academic content standards and  
20 with the curriculum frameworks on mathematics for kindergarten  
21 and grades 1 to 12, inclusive, that are adopted by the State Board  
22 of Education.

23 (3) Instruction provided pursuant to this section shall acquaint  
24 teachers with the value in the diagnostic nature of standardized  
25 tests.

26 (d) Each participant who satisfactorily completes an institute  
27 authorized by this section shall receive a stipend, commensurate  
28 with the duration of the institute, of not less than one thousand  
29 dollars (\$1,000) nor more than two thousand dollars (\$2,000).

30 (e) In order to provide maximum access, the institutes shall be  
31 offered on multiple university and college campuses that are  
32 widely distributed throughout the state. Instruction at the  
33 institutes shall consist of an intensive, sustained training period  
34 of no less than 40 hours during the summer or during an  
35 intersession break, and shall be supplemented, during the  
36 following school year, with no fewer than the equivalent of five  
37 additional days of instruction and schoolsite meetings, held on at  
38 least a monthly basis, to focus on the academic progress of that  
39 school's pupils in prealgebra and algebra.

(f) Teachers attending the institutes authorized by this section shall, as a condition of attendance and subsequent to that attendance, serve as instructors in the program authorized by Chapter 17 (commencing with Section 53080) of Part 28. These teachers shall continue to receive followup professional development during the same time period they are providing instruction. Followup professional development during this time period shall occur outside of instructional time.

(g) It is the intent of the Legislature that a local education agency or postsecondary institution that offers an accredited program of professional preparation consider providing partial and proportional credit toward satisfaction of mathematics course requirements to an enrolled candidate who satisfactorily completes an Algebra Academies Professional Development Institute if the institute has been certified by the Commission on Teacher Credentialing as meeting mathematics standards.

(h) This section shall become operative on July 1, ~~2006~~ 2007.

~~SEC. 36.~~

*SEC. 28.* Section 99224 of the Education Code is amended to read:

99224. The Regents of the University of California are requested to develop jointly with the Trustees of the California State University and the independent colleges and universities, the Algebra Professional Development Institutes, to be administered by the university, in partnership with the California State University and with private, independent universities in California, in accordance with all of the following criteria:

(a) In July 2000, the University of California and its institutes' partners shall commence instruction for 5,000 participants who either provide direct instruction in algebra or the coursework in the two years leading to algebra to pupils enrolled in a public school in grades 6 to 12, inclusive, or supervise beginning teachers of algebra.

(b) (1) The institutes shall provide instruction for school teams from each participating school. These school teams may include both beginning and experienced teachers and the schoolsite administrator.

(2) Criteria and priority for selection of participating school teams shall include, but not necessarily be limited to, all of the following:

1 (A) Schools whose pupils' scores on the mathematics portion  
2 of the achievement test authorized by Section 60640 are at or  
3 below the 40th percentile.

4 (B) Teams composed of a large percentage of members of  
5 their schools' mathematics departments, which may include the  
6 chair of that department.

7 (C) Schools with high poverty levels, as determined by the  
8 percentage of pupils eligible for free or reduced price meals.

9 (D) Schools with a high number of beginning and  
10 noncredentialed teachers.

11 (E) Schools that have adopted standards-based materials  
12 approved by the State Board of Education.

13 (3) In any fiscal year, if funding is inadequate to accommodate  
14 the participation of all eligible school teams, first priority shall be  
15 given to schools meeting the criteria set forth in subparagraph  
16 (D) of paragraph (2).

17 (c) (1) The institutes shall provide instruction in the teaching  
18 of prealgebra and algebra in a manner consistent with the  
19 standard for a comprehensive mathematics instruction program  
20 that is research-based, and shall include all of the following  
21 components:

22 (A) Instruction in prealgebra and algebra that will enhance the  
23 ability of teachers to prepare pupils for the achievement test  
24 authorized pursuant to Section 60640 and the high school exit  
25 examination authorized pursuant to Section 60850.

26 (B) Ongoing diagnostic techniques that inform teaching and  
27 assessment.

28 (C) Intervention techniques for pupils experiencing difficulty  
29 in prealgebra and algebra.

30 (2) Instruction provided pursuant to this section shall be  
31 consistent with state-adopted academic content standards and  
32 with the curriculum frameworks on mathematics for kindergarten  
33 and grades 1 to 12, inclusive, that are adopted by the State Board  
34 of Education.

35 (3) Instruction provided pursuant to this section shall acquaint  
36 teachers with the value in the diagnostic nature of standardized  
37 tests.

38 (d) In order to provide maximum access, the institutes shall be  
39 offered through multiple university and college campuses that are  
40 widely distributed throughout the state or in a regionally

1 accredited program offered through instructor-led, interactive  
2 online courses. In order to maximize access to teachers and  
3 administrators who may be precluded from participating in an  
4 onsite institute due to geographical, physical, or time constraints,  
5 each institute shall be required to accommodate at least 5 percent  
6 of the participants through state-approved instructor-led,  
7 interactive online courses. Instruction at the institutes shall  
8 consist of an intensive, sustained training period of no less than  
9 40 hours nor more than 120 hours during the summer or during  
10 an intersession break or an equivalent instructor-led, online  
11 course and shall be supplemented, during the following school  
12 year, with no fewer than 80 additional hours nor more than 120  
13 additional hours of instruction and schoolsite meetings, held on  
14 at least a monthly basis, to focus on the academic progress of that  
15 school's pupils in prealgebra and algebra.

16 (e) It is the intent of the Legislature that a local educational  
17 agency or postsecondary institution that offers an accredited  
18 program of professional preparation consider providing partial  
19 and proportional credit toward satisfaction of mathematics course  
20 requirements to an enrolled candidate who satisfactorily  
21 completes a High School Algebra Professional Development  
22 Institute if the institute has been certified by the Commission on  
23 Teacher Credentialing as meeting mathematics standards.

24 (f) This section shall become inoperative on July 1, ~~2006~~  
25 ~~2007~~, and, as of January 1, ~~2007~~ 2008, is repealed, unless a later  
26 enacted statute, that becomes operative on or before January 1,  
27 ~~2007~~ 2008, deletes or extends the dates on which it becomes  
28 inoperative and is repealed.

29 ~~SEC. 37.~~

30 *SEC. 29.* Section 99224 is added to the Education Code, to  
31 read:

32 99224. The Regents of the University of California are  
33 requested to develop jointly with the Trustees of the California  
34 State University and the independent colleges and universities,  
35 the Algebra Professional Development Institutes, to be  
36 administered by the university, in partnership with the California  
37 State University and with private, independent universities in  
38 California, in accordance with all of the following criteria:

39 (a) In July 2000, the University of California and its institutes'  
40 partners shall commence instruction for 5,000 participants who

1 either provide direct instruction in algebra or the coursework in  
2 the two years leading to algebra to pupils enrolled in a public  
3 school in grades 6 to 12, inclusive, or supervise beginning  
4 teachers of algebra.

5 (b) The institutes shall provide instruction for school teams  
6 from each participating school. These school teams may include  
7 both beginning and experienced teachers and the schoolsite  
8 administrator.

9 (c) (1) The institutes shall provide instruction in the teaching  
10 of prealgebra and algebra in a manner consistent with the  
11 standard for a comprehensive mathematics instruction program  
12 that is research-based, and shall include all of the following  
13 components:

14 (A) Instruction in prealgebra and algebra that will enhance the  
15 ability of teachers to prepare pupils for the achievement test  
16 authorized pursuant to Section 60640 and the high school exit  
17 examination authorized pursuant to Section 60850.

18 (B) Ongoing diagnostic techniques that inform teaching and  
19 assessment.

20 (C) Intervention techniques for pupils experiencing difficulty  
21 in prealgebra and algebra.

22 (2) Instruction provided pursuant to this section shall be  
23 consistent with state-adopted academic content standards and  
24 with the curriculum frameworks on mathematics for kindergarten  
25 and grades 1 to 12, inclusive, that are adopted by the State Board  
26 of Education.

27 (3) Instruction provided pursuant to this section shall acquaint  
28 teachers with the value in the diagnostic nature of standardized  
29 tests.

30 (d) In order to provide maximum access, the institutes shall be  
31 offered through multiple university and college campuses that are  
32 widely distributed throughout the state or in a regionally  
33 accredited program offered through instructor-led, interactive  
34 online courses. In order to maximize access to teachers and  
35 administrators who may be precluded from participating in an  
36 onsite institute due to geographical, physical, or time constraints,  
37 each institute shall be required to accommodate at least 5 percent  
38 of the participants through state-approved instructor-led,  
39 interactive online courses. Instruction at the institutes shall  
40 consist of an intensive, sustained training period of no less than

1 40 hours nor more than 120 hours during the summer or during  
2 an intersession break or an equivalent instructor-led, online  
3 course and shall be supplemented, during the following school  
4 year, with no fewer than 80 additional hours nor more than 120  
5 additional hours of instruction and schoolsite meetings, held on  
6 at least a monthly basis, to focus on the academic progress of that  
7 school's pupils in prealgebra and algebra.

8 (e) It is the intent of the Legislature that a local educational  
9 agency or postsecondary institution that offers an accredited  
10 program of professional preparation consider providing partial  
11 and proportional credit toward satisfaction of mathematics course  
12 requirements to an enrolled candidate who satisfactorily  
13 completes a High School Algebra Professional Development  
14 Institute if the institute has been certified by the Commission on  
15 Teacher Credentialing as meeting mathematics standards.

16 (f) This section shall become operative on July 1, ~~2006~~ 2007.

17 ~~SEC. 38.~~

18 *SEC. 30.* Section 99225 of the Education Code is amended to  
19 read:

20 99225. The Regents of the University of California are  
21 requested to develop collaboratively with the Trustees of the  
22 California State University, the independent colleges and  
23 universities, and the county offices of education, the Elementary  
24 Mathematics Professional Development Institutes, to be  
25 administered by the university, in partnership with the California  
26 State University and with private, independent universities in  
27 California, in accordance with all of the following criteria:

28 (a) In July 2000, the University of California and its institutes'  
29 partners shall commence instruction for 5,000 participants who  
30 either provide direct instruction in elementary mathematics to  
31 pupils in grades 4 to 6, inclusive, or supervise beginning teachers  
32 of elementary mathematics.

33 (b) (1) The institutes shall provide instruction for school  
34 teams from each participating school. These school teams may  
35 include both beginning and experienced teachers and the  
36 schoolsite administrator.

37 (2) Criteria and priority for selection of participating school  
38 teams shall include, but not necessarily be limited to, all of the  
39 following:

1 (A) Schools whose pupils' scores on the mathematics portion  
2 of the achievement test authorized by Section 60640 are at or  
3 below the 40th percentile.

4 (B) Schools with high poverty levels, as determined by the  
5 percentage of pupils eligible for free or reduced price meals.

6 (C) Schools with a high number of beginning and  
7 noncredentialed teachers.

8 (D) Schools that have adopted standards-based materials  
9 approved by the State Board of Education.

10 (3) In any fiscal year, if funding is inadequate to accommodate  
11 the participation of all eligible school teams, first priority shall be  
12 given to schools meeting the criteria set forth in subparagraph  
13 (C) of paragraph (2).

14 (c) (1) The institutes shall provide instruction in the teaching  
15 of elementary mathematics in a manner consistent with the  
16 standard for a comprehensive mathematics instruction program  
17 that is research-based, and shall include all of the following  
18 components:

19 (A) Instruction in elementary mathematics that will enhance  
20 the ability of teachers to prepare pupils for the achievement test  
21 authorized pursuant to Section 60640 and the high school exit  
22 examination authorized pursuant to Section 60850.

23 (B) Instruction that will prepare teachers as mathematics  
24 specialists and to become teacher trainers at their schools,  
25 assuming more of the responsibility for mathematics instruction.

26 (C) Ongoing diagnostic techniques that inform teaching and  
27 assessment.

28 (D) Early and continuing intervention techniques for pupils  
29 experiencing difficulty in elementary mathematics.

30 (2) Instruction provided pursuant to this section shall be  
31 consistent with state-adopted academic content standards and  
32 with the curriculum frameworks on mathematics for kindergarten  
33 and grades 1 to 12, inclusive, that are adopted by the State Board  
34 of Education.

35 (3) Instruction provided pursuant to this section shall acquaint  
36 teachers with the value in the diagnostic nature of standardized  
37 tests.

38 (d) In order to provide maximum access, the institutes shall be  
39 offered through multiple university and college campuses that are  
40 widely distributed throughout the state or in a regionally

1 accredited program offered through instructor-led, interactive  
2 online courses. In order to maximize access to teachers and  
3 administrators who may be precluded from participating in an  
4 onsite institute due to geographical, physical, or time constraints,  
5 each institute shall be required to accommodate at least 5 percent  
6 of the participants through state-approved instructor-led,  
7 interactive online courses. Instruction at the institutes shall  
8 consist of an intensive, sustained training period of no less than  
9 40 hours nor more than 120 hours during the summer or during  
10 an intersession break or an equivalent instructor-led, online  
11 course, and shall be supplemented, during the following school  
12 year, with no fewer than 40 additional hours nor more than 120  
13 additional hours of instruction and schoolsite meetings, held on  
14 at least a monthly basis, to focus on the academic progress of that  
15 school's pupils in elementary mathematics.

16 (e) It is the intent of the Legislature that a local educational  
17 agency or postsecondary institution that offers an accredited  
18 program of professional preparation consider providing partial  
19 and proportional credit toward satisfaction of mathematics course  
20 requirements to an enrolled candidate who satisfactorily  
21 completes an Algebra Professional Development Institute if the  
22 institute has been certified by the Commission on Teacher  
23 Credentialing as meeting mathematics standards.

24 (f) This section shall become inoperative on July 1, ~~2006~~  
25 ~~2007~~, and, as of January 1, ~~2007~~ 2008, is repealed, unless a later  
26 enacted statute, that becomes operative on or before January 1,  
27 ~~2007~~ 2008, deletes or extends the dates on which it becomes  
28 inoperative and is repealed.

29 ~~SEC. 39.~~

30 *SEC. 31.* Section 99225 is added to the Education Code, to  
31 read:

32 99225. The Regents of the University of California are  
33 requested to develop collaboratively with the Trustees of the  
34 California State University, the independent colleges and  
35 universities, and the county offices of education, the Elementary  
36 Mathematics Professional Development Institutes, to be  
37 administered by the university, in partnership with the California  
38 State University and with private, independent universities in  
39 California, in accordance with all of the following criteria:



1 (a) In July 2000, the University of California and its institutes’  
2 partners shall commence instruction for 5,000 participants who  
3 either provide direct instruction in elementary mathematics to  
4 pupils in grades 4 to 6, inclusive, or supervise beginning teachers  
5 of elementary mathematics.

6 (b) The institutes shall provide instruction for school teams  
7 from each participating school. These school teams may include  
8 both beginning and experienced teachers and the schoolsite  
9 administrator.

10 (c) (1) The institutes shall provide instruction in the teaching  
11 of elementary mathematics in a manner consistent with the  
12 standard for a comprehensive mathematics instruction program  
13 that is research-based, and shall include all of the following  
14 components:

15 (A) Instruction in elementary mathematics that will enhance  
16 the ability of teachers to prepare pupils for the achievement test  
17 authorized pursuant to Section 60640 and the high school exit  
18 examination authorized pursuant to Section 60850.

19 (B) Instruction that will prepare teachers as mathematics  
20 specialists and to become teacher trainers at their schools,  
21 assuming more of the responsibility for mathematics instruction.

22 (C) Ongoing diagnostic techniques that inform teaching and  
23 assessment.

24 (D) Early and continuing intervention techniques for pupils  
25 experiencing difficulty in elementary mathematics.

26 (2) Instruction provided pursuant to this section shall be  
27 consistent with state-adopted academic content standards and  
28 with the curriculum frameworks on mathematics for kindergarten  
29 and grades 1 to 12, inclusive, that are adopted by the State Board  
30 of Education.

31 (3) Instruction provided pursuant to this section shall acquaint  
32 teachers with the value in the diagnostic nature of standardized  
33 tests.

34 (d) In order to provide maximum access, the institutes shall be  
35 offered through multiple university and college campuses that are  
36 widely distributed throughout the state or in a regionally  
37 accredited program offered through instructor-led, interactive  
38 online courses. In order to maximize access to teachers and  
39 administrators who may be precluded from participating in an  
40 onsite institute due to geographical, physical, or time constraints,

1 each institute shall be required to accommodate at least 5 percent  
2 of the participants through state-approved instructor-led,  
3 interactive online courses. Instruction at the institutes shall  
4 consist of an intensive, sustained training period of no less than  
5 40 hours nor more than 120 hours during the summer or during  
6 an intersession break or an equivalent instructor-led, online  
7 course, and shall be supplemented, during the following school  
8 year, with no fewer than 40 additional hours nor more than 120  
9 additional hours of instruction and schoolsite meetings, held on  
10 at least a monthly basis, to focus on the academic progress of that  
11 school's pupils in elementary mathematics.

12 (e) It is the intent of the Legislature that a local educational  
13 agency or postsecondary institution that offers an accredited  
14 program of professional preparation consider providing partial  
15 and proportional credit toward satisfaction of mathematics course  
16 requirements to an enrolled candidate who satisfactorily  
17 completes an Algebra Professional Development Institute if the  
18 institute has been certified by the Commission on Teacher  
19 Credentialing as meeting mathematics standards.

20 (f) This section shall become operative on July 1, ~~2006~~ 2007.

21 ~~SEC. 40.~~

22 *SEC. 32.* Section 99226 of the Education Code is amended to  
23 read:

24 99226. (a) This article shall apply to the University of  
25 California only during periods for which the Legislature has  
26 appropriated funds therefor in the annual Budget Act and the  
27 Regents of the University of California have accepted the funds.

28 (b) This article shall not apply to the University of California  
29 unless and until the Regents of the University of California act,  
30 by resolution, to make it applicable.

31 (c) The Regents of the University of California are requested  
32 to jointly develop with the Trustees of the California State  
33 University and the independent colleges and universities, the  
34 institutes described in this article, to be administered by the  
35 University of California, in partnership with the California State  
36 University and with private, independent universities in  
37 California.

38 (d) Each participant who satisfactorily completes an institute  
39 authorized by this article shall receive a stipend commensurate  
40 with the duration of the institute, of not less than one thousand

dollars (\$1,000) nor more than two thousand dollars (\$2,000), as determined by the University of California. However, in making this determination, the University of California may not exceed the amount provided in the Budget Act for stipends for each of the institutes authorized by this article and must serve at each institute the number of participants specified pursuant to this section.

(e) Commencing July 2001, and each fiscal year thereafter, the number of participants receiving instruction through each of these institutes shall be designated in the annual Budget Act.

(f) These institutes shall be developed in accordance with all of the criteria specified in each section, as described therein.

(g) Notwithstanding any other provision of law, on a case-by-case basis, and subject to the concurrence of the State Board of Education that priorities for service to high-need schools are met, the University of California and the programs authorized pursuant to Sections 99220 through 99226, inclusive, may serve prekindergarten teachers, kindergarten teachers, and teachers of grades 1 to 12, inclusive, in participating school districts with programs in reading or mathematics when the average of the reading or mathematics portions of the achievement test authorized pursuant to Section 60640 is at or below the priority level for service in schools otherwise served by the California Professional Development Institutes.

(h) This section shall become inoperative on July 1, ~~2006~~ 2007, and, as of January 1, ~~2007~~ 2008, is repealed, unless a later enacted statute, that becomes operative on or before January 1, ~~2007~~ 2008, deletes or extends the dates on which it becomes inoperative and is repealed.

~~SEC. 41.~~

*SEC. 33.* Section 99226 is added to the Education Code, to read:

99226. (a) This article applies to the University of California only during periods for which the Legislature has appropriated funds therefor in the annual Budget Act for the professional development block grant established pursuant to Article 5 (commencing with Section 41530) of Chapter 3.2 of Part 24.

(b) This article does not apply to the University of California unless and until the Regents of the University of California act, by resolution, to make it applicable.

(c) The Regents of the University of California are requested to jointly develop with the Trustees of the California State University and the independent colleges and universities, the institutes described in this article, to be administered by the University of California, in partnership with the California State University and with private, independent universities in California.

(d) Each participant who satisfactorily completes an institute authorized by this article shall receive a stipend commensurate with the duration of the institute, of not less than one thousand dollars (\$1,000) nor more than two thousand dollars (\$2,000), as determined by the University of California.

(e) These institutes shall be developed in accordance with all of the criteria specified in each section, as described therein.

(f) Notwithstanding any other provision of law, on a case-by-case basis, and subject to the concurrence of the State Board of Education that priorities for service to high-need schools are met, the University of California and the programs authorized pursuant to Sections 99220 through 99226, inclusive, may serve prekindergarten teachers, kindergarten teachers, and teachers of grades 1 to 12, inclusive, in participating school districts with programs in reading or mathematics when the average of the reading or mathematics portions of the achievement test authorized pursuant to Section 60640 is at or below the priority level for service in schools otherwise served by the California Professional Development Institutes.

(g) This section shall become operative on July 1, ~~2006~~ 2007.

~~SEC. 42.~~

~~SEC. 34.~~ Section 99227 of the Education Code is repealed.

~~SEC. 43.~~

~~SEC. 35.~~ Sections ~~19, 20, 24, and 42~~ 11, 12, 16, and 34 of this act shall become operative on July 1, ~~2006~~ 2007.